

The Clearing House

A journal for modern junior and senior high schools

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NOTICE TO WRITERS

We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

Our preferred length for articles is 1,000 to

2,500 words. We also welcome items reporting good but minor ideas in 50 to 600 words. In addition to fact articles (which need not be dull or prosy) we invite articles of controversy, satire, etc., on secondary-education subjects. Typing should be double-spaced. Keep carbon copy and send us the original.

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A Report Sponsored by the Society for Curriculum Study

AN EVALUATION OF MODERN EDUCATION

Edited by J. PAUL LEONARD and ALVIN C. EURICH

Both of the School of Education, Stanford University

THE EFFECTS of modern education on the boys and girls of America are put to the test of critical evaluation in this report, which draws its material from more than 150 significant studies of current educational practices, both traditional and experimental. An introductory chapter presents the aims of contemporary education as envisaged by the contributors, in terms of achievement in skills and subject-matter, health practices, development of social attitudes and personality, and success in college. The main part of the book is devoted to a full and graphic presentation of the results of the surveys, which were conducted on both the elementary and secondary levels. The final chapter summarizes and consolidates these results, indicating how they answer specific criticisms commonly advanced against modern education and discussing their special meaning for administrators and teachers. *To be published in March.*

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THE CLEARING HOUSE

A journal for modern junior and senior high schools

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HAWAII In DECEMBER:

How Honolulu teachers and public schools met
the emergency after Pearl Harbor was bombed

By HELEN GAY PRATT

THE EDITOR of THE CLEARING HOUSE has asked for an article describing what went on in Honolulu public schools during the week following December 7th. It was something quite different from what you

visualize, or from what was visualized in Honolulu before December 7th. We talk about planning for an emergency, but since emergency, in the true sense of the term, means something entirely unexpected, all we can really do is plan for our idea of an emergency.

EDITOR'S NOTE: *When hostilities broke out in the Pacific, the editors of THE CLEARING HOUSE knew that the teachers and the public schools of Hawaii and the Philippines would be right in the thick of things, rendering unselfish and competent service wherever needed. We sent air-mail letters via clipper inviting reports, first to school authorities in Honolulu, and then to Manila on December 17, when invasion threatened that city. A month later our letter to Manila was returned, stamped "Service Suspended". But on January 30 we received this article from Honolulu. It was written by Miss Pratt, of the Hawaii Department of Public Instruction, with the assistance of teachers who gathered information. The article of course was censored before it was dispatched to us on the clipper. This inspiring report may well remind us that high schools in continental United States are in this war just as much as those of our attacked outposts—and that every war activity in which we and our pupils can engage helps to bring the day of victory nearer.*

Shortly after the Japanese attack on Oahu that Sunday morning, the Territory was placed under martial law. Local radio stations went off the air, coming on at intervals only to give orders issuing from the office of the Military Governor. One of the orders closed the schools for an indefinite period.

Schools were not in session during the week following December 7th; the date of their re-opening has not yet been set, at the time of writing. So you must not think of groups of teachers comparing notes, and carrying on regular classroom work on December 8th.

On December 7th, women and children were evacuated from the bombed areas and brought to Honolulu to various public schools. Teachers, principals and cafeteria managers were called on duty that day to help care for the people sent to the schools. Cafeteria managers, with the help of teachers and volunteer workers, had the task of serving meals, not only to the evacuees, but also to members of medical units, civilian defense workers, and some troops. First aid stations were set up in many school plants;

some whole school plants were made into hospitals.

Beginning December 7th, the school cafeterias went on a 24-hour service, ready to serve meals to guards, troops, and various workers stationed at schools. Most of the evacuees from the bombed areas did not remain long in the schools; they were moved out to homes in the city, or back to their own homes, as soon as possible. Some member of the school staff was on duty at the school telephone every hour of the day or night, whether or not the plant was in use at the time.

Personal reports made by different teachers give an idea of what they were doing on December 7th and on following days.

1. "On December 7, 1941, I reported to a First Aid Unit and was there about nine hours. From December 8th to December 14th, inclusive, I worked eleven hours a day at this unit. Since then I have a new schedule of two days off and one day full time. I am now teaching a daily two-hour class in First Aid. This schedule will continue indefinitely."

2. "At 3 o'clock, December 8th, I went on duty at a school in which evacuees were housed. I helped prepare and serve dinner. After dinner, I arranged army cots in the cafeteria. Two teachers were on duty for two-hour periods throughout the night. I was on from 7:30 P.M. to 10 P.M. and from 4 to 6 A.M., to answer telephone calls and patrol the halls. After my last duty, I helped with breakfast. I followed this routine December 9, 10, 11, 12 and 13.

"By Sunday, the 14th, most of the evacuees had been sent home. On the 15th, groups of two teachers each were chosen to be on duty at the school from 7:30 A.M. to 4 P.M. Other groups of five teachers each were to remain available for emergency duty, and to keep the school informed as to where they were at all times."

3. "I found the Red Cross needed help in sewing, so went to headquarters and collected materials. To date, with the help of

willing neighbors and friends, I have completed:

30 suspender suits (boys')
8 children's pajamas
6 girls' dresses
20 boys' pants
50 fracture pillows
20 pajamas, size 10
1 pajamas, size 6
20 women's dresses, sizes 11-44."

4. "I worked in the school cafeteria, helping with cooking, sewing and dishwashing, from 7 A.M. to 4 P.M., December 9-13. We were serving meals to the Hawaiian Territorial Guard. The Guard was moved to another unit on December 14th."

5. "I worked in a school cafeteria. I helped feed some sick children of evacuees. I helped the families pack their belongings when they went to their homes. At home, I made dresses for the Red Cross."

6. "I waited in line to get a permit for gasoline so I could go to my school in the country. I did not get the permit, so reported to a city school and was listed as a nurse's aid. I went to the Queen's Hospital to make an appointment to donate blood for the blood bank. I went on night duty at a cafeteria. The next day I donated blood at the Queen's. The next day, I stayed home and knitted. The next day, I worked from 8 to 2:30 in a school cafeteria, and from 5 P.M. to 7 A.M. was on night duty there."

7. "Since there is nothing for me to do at school, I volunteered my services at a bakery which is short of workers, to make bread and crackers for various army and emergency groups. I shall work at this bakery until the schools re-open."

8. "I have enrolled for first aid and nurse's aid courses in the morning and Red Cross work in the afternoon. My hours are from 9 A.M. to 3 P.M. daily, including Saturdays. In addition, I knit at night."

9. "I have been keeping things going for evacuees, helping them to move from their homes in a bombed area, caring for children of two families, and keeping evacuees in my

home (nine people). It was necessary for me to do, alone, all the cooking, washing and ironing for these people, who were on duty at the Board of Health and one of the forts. When I offered to help with night duty at a school, I was told to stay at home and keep things going. Please call on me if there is anything I can do for the Department."

10. "For several days, I helped register volunteers for civilian defense work. They came in droves, all ages, all ancestries, all types, from stevedores to retired business executives, from manual laborers to University instructors. Though I have spent most of my life in Hawaii, this experience was a liberal education. Everyone I interviewed was not only willing, but eager to do anything he might be asked to do."

Other personal records include working in school dispensaries, giving simple first-aid treatments to evacuees, making simple dressings, cleaning showers and restrooms, inspecting fire-extinguishers and hoses, and working in gardens.

In the days following December 7th, high-school boys of sixteen and over were needed to work on various projects. The boys reported to one local high school and were called for by the truck-load.

All of the University R.O.T.C., and some of the older members of high school R.O.T.C. units, were taken into the Hawaiian Territorial Guard and given guard duty at various places, night and day. Men teachers, along with other civilians, enrolled in the provisional police units and civilian defense work of all types, from digging ditches to office work.

On December 11th, new NYA cafeteria training classes, classes for hospital attendants, and classes in vocational dressmaking were started under qualified teachers temporarily assigned to this work. Before the end of December, additional training for the emergency feeding of large groups was being given to all homemaking teachers. Every school cafeteria was being fitted and stocked to feed large numbers of people.

On December 7th, school people who were not engaged in active work such as that described, were obeying the military order to stay off the streets, and to refrain from using the telephone. Except at intervals, the local radio was silent. It was a very curious day indeed. Block and fire wardens came around with directions for each household. A complete blackout was ordered. News came in from mainland radio stations.

On December 8th, the local radio gave the order that people should proceed to business as usual, but that schools would not be in session. One of the reasons was, of course, the fact that so many of the school plants were being used for other purposes.

It was decided to make an enumeration of certain facilities on Oahu and to fingerprint every person, for identification purposes. Teachers were placed in charge of the house to house canvassing, of the tabulation, and of the fingerprinting. The teachers doing the fingerprinting were trained for the work at the University. Teachers not doing this work were assigned to help with the induction of new draftees.

The date of the re-opening of the Territory's schools is not yet known. If you were a teacher in the Islands, you would not yet be facing your regular classes; you would instead be helping in your school or elsewhere, doing perhaps unaccustomed tasks. You would know that when your school reopened, the chances were that your plant would house not only your regular pupils, but also the pupils from a school now used for other purposes.

Your staff would face new problems of organization, of curriculum modification, and of sharing space and equipment with another staff. Fire drills, and fire protection, the preparation and the use of air raid shelters, first aid training, Red Cross work, the salvage of certain materials—all those activities necessary in an emergency—would receive new emphasis. Safety and health education would include new content, and new emphasis.

INDOCTRINATING *for* DEMOCRACY

A program for high schools in wartime

By JOHN P. LOZO

NOW THAT America has been plunged into World War Number Two the issue is more than saving democracy; it is one of self-preservation.

But will self-preservation be worth the trouble if all we stand for is lost? All the more need, then, to motivate for democracy. The schools have a definite task to keep their goals clearly in mind as they pursue their augmented labors. We do not want a cheap, emotionalized esprit-de-corps but we do want a consistent, settled certainty about democracy that will make people want to live it in its highest and best forms.

We want a morale based on facts plus spiritual ideas. What agency can do a long-term job like this better than the one set up by the people to perpetuate their ideals—the American public schools?

As far as the public schools are concerned here are some suggestions that will help pupils to want to live by these desirable ways of democracy. Indoctrination? Yes; and if that be pedagogical treason, find a better way in a time of crisis.

In many, many schools the pulsating center, the source of most activities, is the homeroom. Here is where pupils and teach-

ers can get down to really vital matters on an understanding, sympathetic basis of co-operation. Here it is that administrative policies can be interpreted and valuable suggestions in turn be relayed back to headquarters. Here exists an opportunity for the service of democracy unequaled in any other department of the school.

Let us assume first of all that the school has a philosophy of education that includes some policies concerning democracy. Through cooperative planning the members of the homeroom can arrange to motivate most of the activities there so that democratic ideals can be stressed.

For instance, opening exercises can be made patriotic in nature. Meetings can be opened and closed with songs such as "America", "The Star Spangled Banner", "America the Beautiful", and the school song. The flag salute can be given in different ritualistic settings from week to week. The changes can inspire interest and challenge attention. Pupils from time to time can comment on the meaning of the salute, proper techniques of various salutes, and flag etiquette. Scripture readings can be selected to fit into the patriotic theme.

Many school systems organize their homerooms on a pattern copied after our Federal system of government. Whether or not this system is followed, the democratic way of discussing school and other matters and arriving at conclusions can be followed—that is, with all participating in the discussions and all abiding by and carrying out the will of the majority. The fact that this procedure is democratic should be emphasized. Knowledge and action should go hand in hand.

EDITOR'S NOTE: *The author presents a plan of indoctrination for democracy that covers almost all phases of the school program. He anticipates criticism with the comment, "If that be pedagogical treason, find a better way in time of crisis."* (THE CLEARING HOUSE editors will, of course, be glad to consider any manuscripts that deal with "a better way".) Dr. Lozo is principal of Wildwood, N.J., High School.

Room decorations, too, have a subtle part in creating attitudes. A bare, unadorned classroom is depressing and a carefully decorated one is inspiring. Appropriate pictures, seasonal specialties, challenging bulletin-board displays, banners and flags, occasional blackboard drawings—all can contribute to the democratic motif. On special occasions children can be asked to bring to school family relics of historic interest, old newspapers and clippings, pictures, clothing, and the like to show how an older generation cherished its freedom.

Homeroom programs perhaps offer the best vehicles for stressing democracy. An infinite variety is possible, among them the following: speakers from within and without the school, vocal and instrumental music, dramatic presentations, pageants, forums, demonstrations, and the like.

Much of this work can be original, for through self-activity come emotionalized responses. There is often more latent talent in a group than the teacher at first realizes, and it can be directed to the writing of plays and the production of pageants, musical performances, and original skits.

Getting people to live democracy day by day can be likened to automobile driving. Suppose that everyone, regardless of age, physical fitness, mental alertness, and training were to drive any kind of automobile he wished and in any way he wished, regardless of regulations or care for the rights of others. Try to imagine the chaos that would ensue.

It is the motor vehicle law that attempts to guarantee protection on the highway to all. Now suppose that democracy were to run without law or with utter disregard for law. How long would it be before all that we now hold dear would vanish? Is it not the democratic way, then, to observe law and order that all may enjoy the highest degree of true freedom?

Observing the laws of the road helps to assure us of comparatively safe driving; observing the laws of democracy helps assure

us of comparatively safe living in the way most of us prefer. Learning to live the ways of democracy in school, with appropriate carry-over procedures developed, will help motivate good citizenship now and later.

Some of the clubs or activities that present exceptional possibilities for the promotion of a high grade of citizenship are the National Honor Society, journalism, Know Your Community, dramatics, art, boosters, public speaking, military clubs, Red Cross, debating, varsity, marching, literary groups, character-building groups, social studies, patriotic clubs, biography, music, cheer-leading, creative writing, and library club.

In themselves clubs will generally do little more than their leaders set up for them to do. Again, if an organization is to function in the interests of democracy, its goals must be clearly stated and consistently approached. By their very nature most of the aforementioned clubs can readily lend themselves to propaganda for democracy. Their programs, to be maximally effective, should be displayed in such a manner that many can appreciate them, in assemblies, before parent groups, at athletic contests, in parades, by means of bulletins and displays, over the radio, and through the newspapers.

Among other means for promoting democracy are the activities of student council and allied organizations. Council is in a key position in most schools for the furtherance of ideas and ideals. The formulation of and the carrying out of policies dealing with student affairs are often left with the council. Under skillful faculty cooperation pupils can be led to see the ultimate aims of democratic society and be made eager to do something about them.

The study of some appropriate book, such as *Learning the Ways of Democracy* (Educational Policies Commission), will generate ideas for discussion and action. The many types of situations described in this volume will challenge a group to constructive thinking.

The council can carry out the democratic ideal in the control of the sub-organizations it sponsors as well as in its own ranks. Rituals, induction ceremonies, charters, constitutions, and other devices can set up controls that will arouse the proper emotional responses. A demonstration of democratic procedures could be given in the school assembly several times a year. A proper introduction of the program would help pupils realize how democracy works. If pupils understand the motives behind a thing they are more likely to appreciate the ideal striven for than otherwise. Straight-forward frankness with pupils is often more effective than too much subtlety.

Assemblies and public occasions loom large in the school that wants to emphasize democracy. Group psychology can be purposefully directed by well-selected presentations. Naturally propaganda can be pointed to almost any end, and for that reason many speak against it. On the other hand, many advocate it for the quick focusing of opinion or emotions on a desirable goal. Assemblies can be used just that way.

Devices to that end are flag ceremonies, anthems, band, orchestra, ensemble, and choral music, operas, dramatics, speakers, pageants, drills, tableaux, club programs, motion pictures, interschool assembly exchanges, use of the Ephebic Oath, induction into citizenship, mock elections, court scenes, Red Cross programs, etc.

Public and school performances are at their best when pupil organized and directed. No school, however, should attempt a program it is not prepared to present effectively. The anti-climax of failures is reaction against the ideal sought. Just because a program sounds attractive is no guarantee of its success. Here is where co-operative student-teacher planning and production are imperative. A stirring, well-motivated assembly program can go far, not only to integrate spirit within the school but also to create a wholesome national spirit as well.

To the regular assembly programs of a school can be added celebrations of special occasions, each one lending its peculiar significance toward the creation of a desire to live the ways of democracy. Aside from special local celebrations consider the possibilities of the following:

Flag Day, Armistice Day, Columbus Day, Navy Day, Memorial Day, Arbor Day, Constitution Week, Thanksgiving, Christmas, Bill of Rights Day, birthdays of national or regional heroes, and the like.

Another method of creating sentiment for democracy is through displays. Bulletin boards, both in the halls and in the classrooms, can be filled with an unending variety of posters, pictures, and specialties. In the Wildwood High School different classes select their best creative efforts for display on a special bulletin board reserved for their use in the main hall. Themes vary, but the interest, both of creators and observers, is high. In the classrooms, too, many bulletin boards are constantly full of a number of challenging displays.

Displays can be of many kinds and from numerous sources. Art efforts, posters, military insignia, dramatic ensembles (miniature duplicates of dramatic scenes through use of dolls, toy houses, and the like, displayed on tables or in cases), pictures, club developments, WPA and NYA contributions, and decorations at school functions are samples of a few types of displays to arouse feeling for a desirable way of life. The creative sources may be classroom groups, home economics departments, home-rooms, clubs, art classes, library committees, the student council, and outside agencies.

Vitalized commencement activities can provide especially superior motivation for democracy. Graduation is an ideal occasion for such a theme, since most graduates leaving the school will be taking up life's activities on their own. Pageants, dramas, music, decorations, speeches can be used most effectively to stimulate right emotional responses.

In planning such a commencement the ones in charge ought first to consider an appropriate theme. This can well be done by a joint faculty-pupil committee. The same group can plan the implementation of the theme. Vitalized commencements, properly used, afford one of the most intriguing devices there are for the unification of true school spirit, the inculcation of ideals, the teaching of some great lesson, the breaking down of barriers between departments, and the tying up of the school with the community.

And this is how it may be done. Suppose, for instance, a school selects as its theme "The Growth of Democracy in Hometown", and recommends a pageant as the vehicle of expression. The steering committee can lay out the work in such a way that every person, every department, has a contribution to make.

The social-studies group and the library do the research; the English Department writes the script; the home economics and art departments plan and make the costumes; the shops make the scenery with the aid of the art department; the physical education department originates the dances and drills the participants; the science department and the shops provide the lighting; the music department takes care of vocal and instrumental selections; the commerce people handle the business; the student council handles the ushering and does what else it can; and the other groups help with coaching, stage management, publicity, and other important details. All contribute and all reap the benefits of democratic activities.

Other types of commencement programs can be less elaborate, yet still pointed to desirable ends. The central idea is to have a theme, regardless of the media for its realization.

Another activity that by its very nature invites emotional direction is athletics. Usually, however, it is the concomitant activities that can best serve the interests of

propaganda for democracy. The playing and singing of the national anthem before the opening of games, the marching of the bands and color guards, the conduct and the etiquette of the spectators, the sportsmanship of all, parades in the town, the display of colors throughout the city—these and dozens of variations of them can be used to stimulate desirable attitudes in people. It is assumed, of course, that the group that controls athletics is interested in the worthwhile aspects of competition and not merely in the winning of games.

Schools today are not the things apart that they once were. Part of their strength lies in their community tie-ups. This same close association has in it many elements that can further the goals toward which the schools are pointing. Among the many activities not mentioned elsewhere that schools can carry on in the community for citizenship purposes are surveys for defense, pupil-teacher participation in campaigns, welfare work, programs for induction into citizenship, radio broadcasts, and collaboration in parent-teacher affairs.

Visits to civic, governmental, and Federal projects help immensely in furthering appreciation of our country's way of life. In spite of its many disadvantages, particularly those pertaining to the raising of money, the annual Washington trip, so prevalent among Eastern schools, can be an aid to good citizenship. If the trip degenerates into a mere unlicensed party, it is a waste of time and can undo a lot of the good for which these affairs were originated.

Trips to colleges by interested upper-classmen can help do what larger trips on a more elaborate scale purport to do. Visits to museums, scientific institutions, and historic spots are further means to the general end desired. The student council can sponsor affairs that will provoke healthful attitudes.

The Wildwood High School annually puts on a playday to which are invited representatives of schools from miles

around. At the conclusion of one party, to which pupils from a neighboring athletic rival had been invited, a Wildwood girl was heard by her principal to say, "I never realized there could be such nice people in Rivalentown!"

The recreation program of the school can be turned to good use—the nature of the music, the type of entertainment, the kind of favors and printed programs, the layout of the advertising, the motif of the decorations can contribute to selling democracy.

The publications of a school can well be used in the promotion of the cause under discussion. The newspaper, the magazine, the yearbook, the house organ, and special publications can all be impressed into the service of the government. Some of the features that can be turned to good account are the editorials, columns, pictures, cartoons, motifs, style, covers, mastheads, school and local history, biographies, and the like.

The guidance department of a school can do much for democracy. In a well-organized system provision is made for personal contacts with every pupil in the school, and a good counselor can use part of the time devoted to interviews to stress those opportunities afforded under a democratic form of government that do not obtain elsewhere. If this procedure is followed through in the classroom and in any other places that ought to cooperate with the guidance department, great good can result.

Aside from personal contacts there are other ways of serving democracy, such as helping pupils select careers—army, navy, marine corps, and related services, helping them in the choice of temporary or emergency work, and cooperating with special governmental tasks. What can be done depends, of course, upon the type of guidance

program in effect in a school. Carried to its maximum extent, guidance can be the most effective agency of democracy in the school.

Another source of vital and intimate pupil contact is the classroom. Teachers and pupils together can serve democracy's ends through dramatization, round table conferences, committee reports, displays, posters, booklets, projects, visitations, decorations, use of the library, and through whatever other sources each school situation offers. Again the school's philosophy must be consciously directed toward a goal if the end is to be realized.

The teacher generally sets the tempo in classroom activities, so it is very necessary to have unity of thought and purpose and a planned program if maximum motivation for democracy is to ensue. There should be a premium set on originality and initiative among teachers.

After a suitable school philosophy has been jointly worked out and accepted the teacher should be encouraged to interpret that philosophy in many attractive ways—in classroom decorations, units of learning, illustrative materials, methods of instruction, an effective curriculum, cooperation in activities, etc.

By no means do these suggestions exhaust the field of possibilities in making pupils democracy-conscious. Neither do they take the place of facts concerning the ways of free men; rather do they motivate and stimulate the facts into action. Let's have more and more facts, and let's make pupils want to live them, too. Let us realize that in the final analysis it is the emotions that trigger off the facts of democracy. Let us set up our own interpretation of democracy and see if these devices will not help foster its development.



Democracy Slips a Cog—No. 2

At a general committee meeting held to make plans for a rather important civic event the chairman of a sub-committee was reporting. He spoke of

the general plans of his committee and then said, "If any of the rest of you have any suggestions, keep them to yourselves."—*Social Studies Bulletin*.

The SCHOOL *for the* ^{By} BOYD WOLFF NEW WORLD Appears

THE SCHOOL for the new world appears. Not mysteriously, not handed down; not from a divinely gifted leader, not from a messiah; not from a movement, not from a declaration. From neither church nor other school, nor chamber of commerce nor lawmaker nor government.

It is not set forth in any catalog, any bible, any textbook or mimeographed sheet, and it is not an executive order nor is it framed on the walls of an office. It is no certificate, no decree, no sealed guarantee.

No editorial, preface, foreword nor introduction says, "It is here."

Look in vain in the encyclopedias, the dictionaries, the reference books, the exercises, the "things to do", the formularies, the handbooks, the recipe books, the codes, the statute books. It is at no one address—it is at all addresses. The directories don't list it, the telephone books don't include it. The attendance lists, the enrolments do not record its students. The yearbooks make no mention of it.

The closed schools do not cause it to disappear. The fired teachers do not forget it. The movies have no substitute for it. The radio cannot keep it from being heard.

Do not look for a faculty on a platform. Disregard the Phi Beta Kappas, the honorary societies. The robes, the caps and gowns have nothing to do with it.

The officials do not see it. It scores the only victories in the controversies. Do not expect it next door nor yet far away. It is

not a thing of somebody else's. It is in you; it is where you are—and in people like you and where they are and where you and they get together. It is in your curiosity and your reaching out. It is in your sharing and your cooperating. That is the way the new school comes. And you know it and everyone knows it and it will make you uncomfortable when you deny it.

WHEN you resent the welfare of the few at the expense of the many you are a student of the school for the new world.

WHEN you refuse to restrict the opportunities of others for your own advantage you are a student of the new school.

WHEN you are moved to point out to another or to others the need for a joint attack on the common problems of world humanity you are a teacher in the school for the new world.

WHEN you decide to look for and do the work that needs doing you are of the new school.

WHEN you change your thinking from "I" to "We" you are bringing about the new school.

WHEN you believe in the creative energy and the social purpose of all men you are providing the endowment of the new school.

WHEN you face the proposition that man can make a world good enough for man to live in you are making yourself a trustee of the new school.

WHEN you have learned not to expect more than your share, more than you would allow others; when you have begun to achieve your independence from the lure of mythical heavens reserved just for you and "your kind"; when you refuse to accept unquestioningly that "somebody else knows best" you have found the lever that moves the world. NOT BEFORE.



EDITOR'S NOTE: *The author teaches integrated English and social studies in the secondary division of the Dalton Schools, New York City.*

WHAT IS WORK *and* WHAT IS PLAY?

By
WILLARD BEECHER

ONE OF THE MOST frequent complaints made by teachers about children is that it is not possible to get work out of them, that they want always to play. This criticism points to a commonly shared conception that activities can always be divided into two categories, work and play.

Mention of the first category calls forth a feeling of weight in the chest, a serious face with furrowed brows, a heightened sense of self-importance and irritability, a sharper anxiety, and similar emotional disturbances. Activities designated as work are regarded with a certain piety—an attitude of inevitability. They are supposed to be good for one, to keep the Devil at a distance. They make one more moral and strengthen the fibre of the soul.

Activities considered to be play evoke a different emotive reaction. There is a general lightening of all the faculties and a relaxation of physical tension. The sense of oppression that "work" gives is replaced by a feeling of strength and invincibility. Mind



EDITOR'S NOTE: *Some teachers believe that the only way they can do their duty by the community is to keep their pupils' noses firmly to the grindstone while they turn the crank. They accuse their critics of practicing "soft pedagogy". Other teachers believe that preparation for life might as well be fun, and that if they make their courses interesting enough their pupils will learn at least as much as they would by the grindstone method, and with less wear and tear. The author of this article is a consulting school psychologist and an anti-grindstone spokesman.*

and body seem to acquire wings. One risks and initiates in play what one would not dare to venture at work.

Everyone agrees that play is much more attractive than work; adults and school teachers as well as children prefer to play. There is, however, an unfortunate odor of immorality about all play activities. We do recognize such a thing as "harmless" play. Some even go so far as to assert that play is beneficial if wisely "balanced" with work. But at no time will anyone be willing to assign a higher moral value to play than is assigned to work. With the moral deck of cards stacked in favor of work, most of us—including school children—come off in a rather unfavorable light.

On the purely verbal level it is quite possible to arrange antitheses and antithetical categories; everything comes out even with no left-over parts to embarrass one. It is only when we try to discover something in the outside world which corresponds to our verbal classification that we get into difficulties. Even a superficial (if honest) effort to classify activities as to whether they are work or play breaks down from the beginning.

Is a game of golf work or play? Is building a stone fence work or play? Is gardening work or play? Is scientific research or invention work or play?

But because these phoney words, work and play, have such wide acceptance in language, it is reasonable to suspect that they must refer to something, somewhere, that is a common experience for human beings. Watch a boy building a snow man. His feet get cold and his hands numb. He lugs, tugs, puffs and pants. In spite of the

obvious discomforts and physical exertion, he radiates interest and contentment. Command him to shovel a path and the lesser degree of effort becomes to him an *intolerable severity*. If he wants a quarter for the movies, shoveling the same amount of path would be *incidental*.

These words, then, do not describe or say anything about an activity itself. Any meaning they seem to have depends upon the frame of mind, or viewpoint, of the individual concerning the activity. In short, work is the term applied to something one would prefer not to do. It implies a lack of interest or appetite for the specific activity. It is a statement about oneself and one's tastes rather than a characteristic of an activity.

Inventors and famous research men get credit for their "brilliant work". If you ever have the good fortune to observe one of these gentlemen in his laboratory, you will find a child at play—making a snow man. Publicity agents have made the idea of creativeness seem to be the end-product of stupendous work. Creativeness is, in reality, no more than the final result of intensive "play".

The verbalisms, work and play, can then be resolved into descriptions of the amount of interest a given individual has in a certain activity under certain conditions; he is more or less interested, and no dichotomy is involved. We are not dealing with any difference in kind but rather with degrees and directions of interest.

What meat has this discursive analysis for complaining teachers? It places teacher and children in a different perspective. The complaint against the inferiority of the children now appears as an admission of incapacity by the teacher to make fun out of his subject. The teacher indicts himself as inadequate and the child is restored in status.

When play stops, learning stops. If it is not interesting to pursue an activity, the

faculties do not collect themselves for its accomplishment; the psyche refuses to try to extract nourishment from husks. The great geniuses in science, invention, medicine, art, music, etc., produce nothing from a sense of duty. Their invaluable contributions are the by-product of their "play-activity"—their interest.

As long as play is considered in bad odor and work in good repute, teachers will feel justified in clubbing children with lessons, without any regard whatsoever as to whether interest (the spirit of play) is aroused. It is even considered discreditable to make a game of learning. When we consider how ingrained is our prejudice against any kind of psychic satisfaction in a classroom, it is a wonder we produce any vital minds at all. Mediocrity is the only defense a child is apt to find against consistent lack of the play attitude on the part of his educators.

If "it makes the children laugh and play to see a lamb in school", then by all means get Mary to bring two lambs to school! What matter the cost if only the children learn to like the situation in which they find themselves? When liking is won (it can't be forced), children can accomplish everything in their stride.

The person, then, who works in the popular language sense of the word, is doing violence to himself, scraping along unwillingly, in a direction he does not wish to go, with his brakes set. Unless he is able to get his own inner consent and willingness to follow this direction, he had better stop. His contribution will not be large or valuable.

By the same token, the teacher who complains of children who will not work might better mend his nets for catching and stimulating the spirit of play in himself *first* and subsequently within the class. If he gives due regard to this point, no teacher need get caught on the opposing horns of the verbal monster, "Work vs. Play".

➤ SCHOOLS for VICTORY ➤

Department of ideas, plans, and news
on the high schools' part in the war

Miss Drenk for Defense

"First-aid classes once a week; air-raid drills twice a day," comments Effa E. Preston in *New Jersey Educational Review*. "Miss Drenk can bandage the wounded and get classes under tables faster than anybody. She's going to be awfully disappointed if we don't have at least one bombing so she can show her efficiency."

500,000 Airplane Models Needed by Navy

High-school pupils of the country have been asked by Secretary of the Navy Knox to build 500,000 airplane models for urgent use in training naval combat forces.

The request is for 10,000 models each of 50 fighting plane designs, built accurately to scale. The models will be used in training naval personnel in recognition of plane types, and in range finding for gunnery.

Specifications and plans will be distributed through the U. S. Office of Education in Washington, D.C.

Faculty Jackets

Faculty men of the Little Falls, Minn., Public Schools, have adopted a classroom jacket for the duration, to save on clothes in behalf of their own budgets and the wool shortage. From a group photograph reproduced in *Minnesota Journal of Education*, we gather that the garments are regular single-breasted sack coats, made of an inexpensive material in a shade so light that the men will have no trouble from chalk dust.

Milwaukee Shop Pupils Have War Contract

Right in the thick of actual war production are machine-shop pupils of the Trade and Technical High School of Milwaukee, Wis., reports the *New York Post*.

Their first job in helping to arm frontline troops was the production of 600 reverse bevel gear and primary feed shifts for milling machines used in making weapons. Fifteen advanced pupils are working on the project, on a subcontract from a

local factory. The boys get experience and the satisfaction of serving their country, and any profit will go to the school board.

The work had to be accurate within 1-2000th of an inch. For days before the contract was signed, there was a new eagerness in their bearing as they helped to make gauges, studied blueprints, and put their machines in order. They had a victory job to do.

20-Item Conservation Pledge of Keppel High

A 20-item wartime pledge prepared by the Legislative Council of Mark Keppel High School, Alhambra, Calif., was accepted and signed with enthusiasm by all pupils of the school, writes Janet M. Watson, girls' vice-principal and sponsor of the Council. The pledge:

"I pledge myself to aid Mark Keppel's saving for defense.

A. I will cooperate in conserving materials by:

1. Closing doors to save heat.
2. Adjusting window shades to save electricity.
3. Being careful of soap and paper towels in the lavatory to save these materials.
4. Taking *better* care of my present clothes to save materials.
5. Saving all pieces of old metal.
6. Using less paper, pencils, and ink in school.
7. Getting to class on time to save paper on tardy slips.
8. Eating all my food and throwing nothing away to help conserve food.
9. Returning my cold drink bottles to the canteen to save glass.
10. Walking whenever possible to conserve gasoline.
11. Driving carefully to conserve rubber.
12. Saving and reusing paper bags to conserve paper.

B. I will aid to conserve manpower by:

1. Cooperating in all blackouts to conserve manpower.
2. Picking up lunch bags to conserve custodians' service.
3. Picking up my tray in cafeteria to conserve workers.

4. Putting apple cores and candy wrappings in trash cans to save custodians' service.
- C. I will further cooperate with the defense effort by:
1. Buying defense stamps whenever possible.
 2. Being sure that when passing on information about the war it's true.

Cut Tests and Rewriting

A school system with 1,000,000 pupils can use a lot of paper. Teachers in New York City have been ordered to give fewer written examinations, and to cut rewriting of unsatisfactory work to a minimum, reports the *New York Post*. Increased use of blackboards is requested by the Board of Education.

Principals are to see that teachers and pupils get the maximum use out of each piece of paper. A quota for each school may be established. Does anybody remember slates? What ever became of them?

Schools to Engage in War Gardening

Schools in Kansas are taking a leading part in a State-wide Victory Garden program, following a special conference held in Topeka on January 12, reports *Kansas Teacher*.

Plans for promoting school gardens and community gardens were discussed, and in addition every family in the State will be asked to develop a private garden as a patriotic duty, to assure an abundant flow of food to citizens at home and soldiers at the front.

Your reporter was a Boy Scout during the last war, and he still remembers the fun and pride that his troop had in seeing the long rows of corn, string beans, and such coming to maturity in the group garden. Few people knew or cared much about vitamins in that benighted age—but ignorant as we were, we were in favor of food, and knew that it helps to win wars.

War Rumor Distortion Shown in Class

That pupils should not repeat war rumors is one point in the wartime program of the Siskiyou County, Calif., Schools. An experiment was used to develop and emphasize this point, reports *Sierra Educational News*:

Teachers in all classrooms made a simple geometric design on a piece of paper. The teacher showed the design to a pupil on one of the front seats. After looking at the design for 10 seconds the pupil attempted to draw a duplicate. This first pupil then showed his design to the one behind

him. After 10 seconds' observation the design was removed and the second pupil attempted to duplicate the design of the first pupil.

This was continued through 5 or 6 pupils, and then the last design was compared with the teacher's original. The comparison illustrated the point very emphatically.

Council Polls Pupils on War Activities

The Student Council of Waukesha, Wis., Junior High School now acts as the clearing house through which all suggestions, ideas, and plans for pupil wartime activities are routed, reports A. O. Rahn, vice-principal in charge.

The president of the Junior-High Student Council is a member of the Victory Council of the Senior High School. He attends all meetings of the Victory Council so that the war work of the two schools will be coordinated.

At the time Mr. Rahn wrote to us, the homeroom representatives on the Junior-High Student Council were polling their "constituents" so that the Council could decide upon a schedule of school wartime activities in which the student body wished to engage. Clubs and any other groups in the school were being asked to choose victory projects which they would be willing to sponsor. Sale of war stamps and a drive for books for the armed forces were the first two activities selected.

"Help Defend America" posters made by pupils appeared in each classroom and in the halls of the Junior High School. They read, "PREVENT WASTE: Save Ink, Electricity, Paper, Water, Etc. PRESERVE: School Property and Supplies. PROTECT: Against Disease: Keep the Building Clean. PLEDGE: Your Support to American Ideals. PURCHASE: Defense Stamps and Bonds. PAY DAY: Victory and Peace."

Home Repair Project for Shop Boys

Industrial-arts classes can do a lot to conserve the present household equipment in their communities, states C. M. Miller in *Kansas Teacher*.

Scarcity of new materials for shop work need not discourage the teacher. There's a job to do in the community that will give the pupils plenty of training:

The repair jobs that should be done in the homes of the community can be spotted by a pupil survey. These home repair jobs will range through many kinds of materials, and will involve many kinds of skills. There may be jobs in electricity, plumbing,

(Continued on next page)

SCHOOLS FOR VICTORY (Continued)

sheet-metal work, cabinet work, etc.

Some home repair jobs can be brought to the shop, just enough at a time to avoid cluttering. On other jobs that cannot be brought in, pupils can go out to the homes, and work with school equipment under the supervision of the industrial-arts teachers.

Every piece of work accomplished by school boys in this way will relieve just that much strain on the manpower, material and equipment, supplies and transportation facilities of our country. Each boy who participates will work in our victory drive.

Before You Knit

Go easy on that wartime knitting program in your school, reader! The War Production Board does want knitting for the armed forces done as needed, but adds, "On the whole, we don't want a broad wave of knitting that will consume millions of pounds of wool needed for more essential purposes".

The Red Cross has been designated as the clearing house (no relation to this journal) through which wartime knitting needs will be cleared and arranged with local groups. Ask the local Red Cross branch before you tool up for sweater production.

The Time to Adjust Teacher Salaries Is Now

Mr. Jones has joined the Navy. Miss Smith has left school for a defense job. Miss Brown was offered more money in Urbana. Put these isolated bits of gossip together, states Lawrence B. Johnson in *New Jersey Educational Review*, and you have an educational crisis in Hometown.

It is not here yet, but it is almost certainly coming. Those schools and districts which fail to recognize current conditions will wake up some morning to an acute teacher shortage. They will have to rebuild—at a greater cost—a teaching staff which a few adjustments would have held. If the adjustments aren't made soon, potential teachers will note that, and won't even go to teachers college. The time for districts and local boards to act is now.

Pupils Study U.S. Power, Policy, and Costs

National Defense was a topic to which the first few weeks of an American history course was devoted last September in Rustin, La., High School, reports Judith Crymes in *The Social Studies*. Material was gathered by the teacher during the summer from newspapers and magazines, and pupils were asked to bring similar clippings to class. The

following outline was developed by teacher and pupils:

1. The Army—The maneuvers, life in the army, draft extension, army morale, the officers, other phases of army activities.
2. The Navy—Our ships, life in our fighting fleet, Hampton Roads, our navy's work today. (The air forces were discussed in connection with the army and the navy.)
3. Defense Bases—On our chief possessions; in the Atlantic.
4. Diplomatic Policy—Aid to countries fighting nazism, Pan-American cooperation.
5. Industry in Defense—Automobile factories, airplane factories, other defense manufacturing, effect on the people.
6. Defense and the Public Pocketbook—Efforts to prevent inflation and its possible consequences, and taxes.
7. Other Phases of Defense (Miscellaneous topics)—How the defense program benefits Louisiana, role of cotton in defense, civilian defense, the farm program and defense, old man river helps Uncle Sam to arm, railroads filling record defense demands.

Pupils grouped themselves into 7 committees, each responsible for intensive study and report to the class upon one of the 7 divisions of the subject.

Fire Defense Bulletin

The first bulletin in the Civilian Defense Fire Series is *Suggestions for State and Local Fire Defense*. It deals with points to be covered in a survey of local fire defense, with mutual aid, with general fire prevention and protection activities, and the problem of organizing and training auxiliary fire-fighting forces. A copy may be obtained for 10 cents from the Superintendent of Documents, Washington, D.C.

4 New Loan Packets on Nutrition

Four more loan packets, in a series entitled *Nutrition and Defense*, have been prepared for schools by the Information Exchange on Education and National Defense, U. S. Office of Education:

"Better Nutrition, A National Goal," concerns family diet.

"Eat the Right Foods" deals with meal planning and community diet planning.

"The School Lunch Program" covers organization of the program, using the school lunchroom as a center for community health education, provisions

for undernourished children, and lunchroom sanitary requirements.

"Nutrition Education in the School Program" contains sample units of study in nutrition, and lists of teaching aids.

Lists of numerous other loan packets available through the Information Exchange on Education and National Defense may be obtained from the U. S. Office of Education.

Blades for Britain

Razor Blades for Britain is a branch of Bundles for Britain that is making a special appeal to men teachers for support. Gift packages of new razor blades are solicited. Blades will be sent to the thousands of civilians who are still in encampments and refuges after having been bombed out of their homes. New razor blades are scarce in England, and to the large number of men now unable to obtain blades, a shave means a lift in morale. Donors are asked to include their names and addresses in gift packages, and send them to Razor Blades for Britain, 475 Fifth Avenue, New York City.

2 New Government Pamphlets for School Use

Two new government wartime pamphlets for school use are:

Food for Thought—The School's Responsibility in Nutrition Education, a 32-page pamphlet in the "Education and National Defense Series", 15 cents. It deals with the problems of nutrition education through the schools, the need for adequate nutrition and balanced diets, ways in which the schools of the nation can cooperate, and school lunch programs.

Inter-American Friendship Through the Schools, 10 cents. A report on how schools are using inter-American studies in the curriculum.

A limited supply of both publications is available free, and requests should be sent to the U. S. Office of Education. Copies at the price stated may be obtained from the Superintendent of Documents, Washington, D.C.

Sugar and Rationing

It isn't news now that the nation's teachers have been selected as the ultimate spigots through which sugar rationing stamps are to trickle to consumers. If any teachers shrink at thought of the possibilities for making enemies in this situation, they should remember that they already have millions of enemies now that we're at war—so half a dozen more don't matter.

But such things as sugar and rubber apparently

Report to Us

Readers are requested to submit reports on what is being done or planned in their schools to back the nation's war effort—activities, classroom instruction, administrative procedures, etc. We welcome letters, mimeographed materials, school bulletins, short articles of 100 to 600 words, and full-length articles up to 2,500 words on this subject. We shall undertake to publish or abstract the ideas and reports that would be of interest to other schools. Send to Forrest E. Long, Editor, THE CLEARING HOUSE, 207 Fourth Ave., New York, N.Y.

mark merely the beginning of rationing. As the program extends, some people may grumble, and others certainly will resort to tactics that evade the rationing system, just as they do in European countries. The schools can do a good job of winning a more thorough acceptance for the ration program through community forums. And if pupils are taught the facts about rationing, they will take them home to their parents.

Evacuation Checklist

New York City schools are taking a census of all school and pre-school children, reports *New York Teacher News*, to serve as a checklist in case of evacuation from the city.

Nickel Bulletins on the 21 Republics

Three series of Pan-American bulletins, all 5 cents each, dealing with the 21 republics, are available through the Pan-American Union, Washington, D.C.

The American Series devotes one bulletin to each of the 21 nations, touching upon its history, geography, form of government, resources, industries, communication and travel, and schools. Similarly, *The American City Series* has a bulletin covering the interesting points about each of 25 of the largest cities.

The Commodities of Commerce Series offers 23 bulletins, each devoted to one product, such as sugar, coffee, rubber, and less familiar commodities like yerba mate, chicle, etc.

All bulletins are suitable for use in grades 5 and 6, and junior and senior high schools.

HOUSING STUDY:

Many pupils didn't believe the town had slum conditions until we investigated

By PAUL R. GRIM

THE NINTH GRADE children of the Campus Junior High School, Western Washington College of Education, Bellingham, while visiting a session of the city council last year, heard a heated discussion of the need for a Federal housing authority to be set up in Bellingham.

The council members were divided over the issue, and they were hearing various citizens' arguments for and against the need of a local authority. This particular civic problem apparently overshadowed all others which the pupils heard discussed that evening, for they departed to their homes shortly, still talking about the local housing problem.

The next day when we evaluated our visit to the city council, the pupils were most eager to discuss the debate they had heard regarding Bellingham's housing needs. Arguments previously occurring in the council chambers were soon waxing hot in the classroom!



EDITOR'S NOTE: *If a thousand citizens of Chile are killed in an earthquake, the facts are probably worth a couple of paragraphs in your local newspaper. But if one resident of your city falls off the roof and breaks his neck, that is bigger local news, and it gets more space in the paper. In a study of housing, sub-topic, slums, it may be more convenient (or safer) to talk about the slums in New York or another far-away city. But the author of this article knows that local slum conditions are more vital news to his pupils. Dr. Grim teaches social studies in the Campus Junior High School, Western Washington College of Education, Bellingham, Wash.*

Issues were clear-cut: Some pupils told of extremely poor homes existing in the city, while others felt that such conditions were rather limited. One pupil knew something of the Federal housing project in Seattle, and he gave his information to the class. Statements were made regarding the different types of local residential districts and the needs for the future growth of the city. One pupils spoke of the slums in our city, and he was instantly challenged—"Do we have slums in Bellingham?" The argument soon waxed warmly again. The children told of slums they had seen in larger cities; books and stories of children living in tenements were recalled; descriptions of poor farm homes were given; and, naturally, the movie "Dead End" was reviewed and discussed.

As a result of this vital discussion (in which the teacher had only to control the intensity of pupil contributions), the class (with the teacher's concurrence) decided to make an intensive study of the housing problem. This topic was then formulated for study: "*How Can the Housing Problem in the United States be Improved?*" We immediately broke this general problem up into the following sub-topics:

1. Is there a housing problem in Bellingham?
2. Is there a housing problem in the United States?
3. Where do the American people live?
4. What has been the history of housing?
5. What are the causes of poor housing in the United States?
6. What are the effects of poor housing in the United States?
7. What are desirable standards for homes in the United States?
8. How do planned communities provide for desirable homes?

9. What is our government doing to aid in improving our housing problem?
10. How can mass production aid in improving our housing problem?
11. What may be the future of American housing?

(In any current treatment of the housing problem it would be imperative to spend considerable time studying the effects of our national defense program and of our war effort upon the living of the American people.)

The class decided to study certain residential districts in our city to answer the first proposed topic. We did not attempt to do this scientifically, nor did we attempt to make a survey of internal living conditions. Different pupils did present certain relevant data, however, which were illuminating at this point. Committees of pupils visited districts which they believed contained houses which were undesirable as living quarters. Some pupils took pictures of certain houses and presented them to the class in order to illustrate their points. Comparisons were made between the appearance, size, yard, location, and repair of sub-standard homes and others shown to be more desirable.

The class concluded that there was a housing problem in Bellingham!

In studying the history of housing we investigated the kinds of homes found in ancient Egypt, Babylonia, Greece, Rome, medieval Europe, colonial America, and in the modern world. Pupils drew sketches of different types and styles of architecture, and showed how they had influenced modern designs. They projected pictures for class use, and used architectural magazines to illustrate trends in housing.

As a result of this study of history the class decided that all great civilizations of the past had serious housing problems which none had solved adequately.

Our pupils were especially interested in the effects of poor housing, and they did rather intensive research in that field. They investigated the statistics of diseases and

mortality in city slums and found much data regarding health problems in slum districts. They made corresponding studies regarding the slum problems of fire hazards, safety, recreation, crime, morale, and citizenship.

We used pictures and other visual aids effectively, and a committee of pupils kept a bulletin board well filled with clippings relating to the general and specific effects of poor housing.

We were able to secure much pertinent material from the United States Housing Authority in our study of governmental aid in housing. We learned the legal basis for Federal aid, and traced through the steps necessary to establish a local authority for slum clearance projects. Pupils went to local realtors and banks in order to learn how the individual home owner could secure financial aid through the Federal Housing Administration.

We wrote to the United States Film Service and obtained two motion pictures which explained the purposes and procedures of Federal aid. A committee of children wrote to the Seattle Housing Authority and obtained valuable information regarding their project.

The children found the contributions of mass production to be important factors in the improvement of our housing situation. They wrote to a large number of companies which were producing various types of pre-fabricated houses for sale and obtained catalogues, pictures, and information regarding different products. We studied different kinds of building materials in our industrial-arts shop, and discussed the principles of mass production of houses with the industrial-arts teacher. A few children made models of houses and demonstrated to the class some of the problems involved in mass production.

We also investigated the topic of community planning and model communities. Groups of pupils drew plans for model homes in model communities in which they

applied the principles which we had learned. In conclusion, each pupil wrote a prediction regarding how he thought America would improve her housing problem in the future.

Careful evaluation indicated that our pupils had gained much from their housing study. They learned to think more clearly regarding vital and controversial issues; they developed more consistent social attitudes;

they learned many useful facts about their community; they developed practical study skills; they learned to work cooperatively on common problems; and they learned to recognize important social problems and to be concerned with the ways in which these problems could be solved.

These are values truly significant in general education as well as in the social studies.



* * * FINDINGS * * *

ACCIDENTS: More than half of 917 pupils in 3 New Rochelle, N. Y., high schools have been in automobile accidents, according to a safety survey made there recently, reports the *New York Post*. The study was given impetus recently when 3 high-school seniors of the city were killed in one traffic accident. The survey showed that 94% of those who answered the questionnaire either drive automobiles, or expect to do so in the near future. In 17% of the accidents revealed by the study, pupils were driving. One fact discovered was that 28% of the juniors and seniors who drive had no licenses or permits.

SALARY: Existing minimum salaries of teachers in New York State, and the salaries received by thousands of its teachers, are far below the amount required to maintain and protect the health of a woman worker, reports Arvid J. Burke in *New York State Education*.

The 1941 survey of the New York State Department of Labor sets the cost of a minimum standard of living adequate to protect and maintain the health of a woman worker at \$1,230. As teachers have certain professional expenses not covered in

the survey, Mr. Burke states that a minimum standard of living for women teachers in the State would be \$1,320.

But the New York State Teachers Association reports that 8,000 teachers in the State receive salaries of less than \$1,200; about 4,000 get less than \$1,000; and almost 600 get less than \$800. In the State service, housemaids have a higher minimum than elementary-school teachers who have college degrees; assistant clerks, telephone girls, and other semi-skilled workers are "much better off than high-school teachers who must invest 5 years of preparation beyond high school".

In some states with less financial ability than New York State, the following minimum salaries are guaranteed to teachers who are college graduates: California, \$1,320; Colorado, Delaware, Maryland, and Washington, \$1,200; Pennsylvania, about \$1,200; West Virginia, \$120 a month.

JOB CHOICES: Study of the occupational choices of 39 Negro boys and 75 Negro girls in a junior high school of Columbus, Ohio, as compared with the ratio of corresponding jobs held by Negro adults, as estimated by the Columbus Urban League, is reported in *Educational Research Bulletin* by George O. Wright. Results show a striking disproportion of white-collar ambitions and job openings. Professional work was the desire of 36 Negro pupils, while only 3 Negro adults were in such work. While 17 pupils intended to go into domestic and personal service, 40 Negro adults were working in that field. The author points out that "Some fields of growing importance in Negro life—governmental service, libraries, social work—were seriously neglected by these pupils in their choices. Only 4 of the 114 pupils chose jobs in these categories, with mail carriers accounting for 3 and mail clerk for 1."

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EDITOR'S NOTE: Good, bad, indifferent, or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study. Readers granting such limitations may find these flashes in the pan interesting, provocative—sometimes amusing.

SALARY SCHEDULE:

Teachers and administration cooperate in adopting a single salary schedule for Mahanoy City Schools

By

THE SALARY COMMITTEE

PRIOR TO the present school term (1941-42) the Mahanoy City School District had no teacher salary schedule. Teachers who had normal diplomas were receiving salaries of \$1400, \$1485, \$1507.50, and \$1597.50, with no apparent reasons for these differences and without regard for efficiency, years of experience, or teacher preparation.

These salaries were permanent and no provision had ever been made to reward superior work and advanced preparation. The poorest teacher with the least preparation received the same salary as the best; in some instances \$2.50 was the only difference between salaries for teachers having a normal diploma and those with a Bachelor's Degree or a Master's Degree.

Some of the finest teachers in the grades received only \$1400, while high-school teachers with the same certification received \$200 more. In the high school many teachers with B.A. and M.A. degrees were receiving \$1600 regardless of years of experience,

preparation, or efficiency. This salary was unchangeable no matter how long or how well the teacher might teach. Here again no recognition was given for extra work, extension and summer school courses, and good teaching.

To remove the unfair conditions which existed, the superintendent of schools, Mr. H. S. Bolan, appointed a committee of five teachers representing the grades and the high school. This committee was to work with the superintendent in formulating a salary schedule.

After two years of extensive study and research, much discussion, consideration, and revision of salary schedules, the committee formulated a single salary schedule. The committee's aim was to be objective, to recognize ability, experience, preparation and advanced study. It was decided that equal qualifications and equal service based on efficiency and experience should merit equal pay, regardless of sex or the grade taught.

This decision has been proved to be most effective in insuring efficient teaching from an efficient corps of teachers. It removes the feeling of injustice among teachers, breaks down barriers between elementary and secondary schools, does away with petty jealousies. Most of all it rewards those teachers who act for the benefit of the children trusted to their care. The schools exist for the child, and only by having well trained, efficient and adequately paid teachers will the child receive the best services that a school system can provide.

Method of Adoption. At a meeting of the local board of directors the superintendent

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EDITOR'S NOTE: *Until this school year, teachers in Mahanoy City, Pa., were paid unchangeable salaries of varying amounts that had no apparent relation to experience, preparation, and competence. To rectify such inconsistencies and unfairness, the superintendent appointed a committee of five teachers to work with him on a single salary schedule. This article, prepared by the committee, explains the democratic approach to the problem, and the details of the schedule finally adopted by the board of education.*

recommended the adoption of a single salary schedule for grade and high-school teachers. The novelty of such a schedule prompted the directors to ask for more information concerning it. The superintendent immediately appointed a committee of teachers to study the matter and submit for consideration their findings and suggestions. This procedure recognized the legal and legislative responsibilities of the board—a basic necessity of organization for work on any schedule.

The outstanding feature in the method used was the fact that the teachers, who were intimately concerned with the adoption of the schedule, cooperated with the board and the superintendent in drawing up the scale. In some communities and with some boards this would have been an utter impossibility. However, in Mahanoy City, the dictatorial policies characteristic of some school administrations are absent and a spirit of democracy and cooperation prevails. It is not a case of the board making rules and the superintendent autocratically enforcing them.

Then, too, there is a spirit of fellowship, cooperation and trust among the teachers as a whole. Dissension is not the rule. Class distinction as presented by high school groups against elementary is lacking. All this enabled the teachers' committee to work without fear of punishment from board or superintendent, without fear of jealousy or vindictive criticism from their fellow teachers.

The assistance of the Research Division of the National Education Association and the help of the Pennsylvania State Education Association were invaluable, especially the six NEA bulletins on Procedures in School Salary Scheduling. With the help of these an extensive bibliography was obtained and read. Previous to this the committee had gathered available material by their own research, locally, in the county, and throughout the state and, with the help of the NEA, nationally. From all of this data

relating to the problem a survey was made.

For two years the committee worked on gathering material, organizing it, and revising it. As the various points took form the teachers reported to the superintendent and together they went over every detail. He criticized constructively, suggested revisions, disagreed or argued from the point of view of an experienced administrator, and the teachers would again go back to work.

When most of the difficulties were ironed out the report was submitted to the teachers as a whole. They were given the privilege of studying it and presenting their criticisms, adverse or otherwise, to their committee. Those who had disagreements came individually before the committee and presented their views. After this the committee went to work again and looked thoroughly into every criticism. Whenever they deemed a criticism just they revised or added to the schedule and then submitted the report as a whole to the superintendent again. After further discussion and revision the whole was ready for the board.

Meanwhile, through the untiring efforts of the superintendent, funds were available—the result of economical administration of school funds—to meet the additional expense of a salary schedule. The time was now ripe for presenting the teachers' report to the board. Through the guidance of the superintendent a salary committee from the board was appointed to meet with the teachers' committee. After this meeting another revision was necessary.

Now the report was ready for the board, and at their regular session the teachers' committee presented their schedule. Teachers and board meeting together was a unique feature, but a more unusual feature was the schedule itself. A teachers' salary schedule had hitherto been non-existent in this community, so the adoption of a single salary schedule was an even stranger feature.

Following the recommendation of the superintendent of schools, the school board

unanimously adopted all of the recommendations and suggestions made in consequence of the data presented by the Teachers' Salary Committee.

Far-reaching changes in both policies and procedures can be carried out in orderly and peaceful fashion, where the decision to make the changes has been reached by democratic means. In these dark days of hostility and uncertainty, the democratic spirit prevails in the Mahanoy City Public Schools.

The Explanation. The Single Salary Schedule is based upon initial preparation, length of service, and efficiency. After five years of service the schedule becomes effective. Previous to this, beginning teachers come under the Edmund's Act.

Preparation grouped the teachers under those having normal diplomas, Bachelor and Master Degrees; groups based on years of experience fell under 5-10 years, 10 to 20 years, and 20 years and beyond; efficiency groups were classed as average and superior.

Ten per cent of the teaching force are to be "superior". They will be selected according to the standards of the Pennsylvania State Rating Charts, by the superintendent with the help of building principals.

The minimum salary for teachers with normal diplomas will be \$1600, maximum salary \$1800; minimum salary for teachers with Bachelor Degrees \$1800, maximum salary \$2000; minimum salary for Master Degrees \$2000, maximum salary \$2200.

Grade-school principals are given \$100 to \$150 in addition to the regular group salary, according to the number of rooms under their supervision. The high-school principal is to receive a minimum of \$3000 and a maximum of \$3500, providing he has an A.B., A.M., and a Principal's Certificate.

No teacher shall be advanced unless he has shown evidence of further study in his particular field and has earned six hours of advanced study. These credits are to be approved by the superintendent.

Teachers on leave for approved travel or education shall have the year counted as a

year of experience on their school records.

A teacher coming into the system from a small district shall be rated as having a half year of experience for each full year of actual experience; if from a larger district, the teacher's years of experience will be counted in full, provided he is engaged in the same kind of work.

Principals shall be chosen from the superior group.

In case of inefficiency this schedule may be set aside in favor of the Edmund's Act.

It has also been recommended that teachers absent from school because of illness and death in the immediate family shall be allowed full pay for five days of absence, plus one additional day during the term for each year of service rendered to the school system up to five years. In cases of continued illness, in addition to the five to ten day salary allowance, the teacher shall receive the difference between his salary and the substitute's salary for a period not exceeding two months.

All substitutes shall receive four dollars a day.

With a view to future management, the cost of financing this program five years hence was computed, insofar as facts available made this possible.

Allowance for Sickness and Death. It is important for the general efficiency of the school system and the economic welfare of the teacher that salary allowance be granted for personal illness and death in the immediate family. A teacher whose efficiency is impaired by illness should not be at work, both on account of her own health and welfare and on account of the morale and safety of the children under her instruction.

It is recommended that teachers absent from school because of illness or death in the immediate family (immediate family means father, mother, sisters and brothers, and relatives living with family) shall be allowed full pay for five days' absence during the term, plus one additional day at full pay during the term for each year

of services rendered up to five years. Absence due to death in the immediate family should be included within the 5 to 10 days' allowance. A schedule for days of absence follows:

Beginning teacher	5 days
Second Year	6 days
Third Year	7 days
Fourth Year	8 days

Fifth Year	9 days
Sixth Year and thereafter	10 days

In cases of continued illness, in addition to the 5 to 10 day salary allowance the teacher shall receive the difference between his or her salary, and the substitute's salary (\$4 a day) for a period not exceeding two months.



Recently They Said:

Backfire

January 6. Emphasis for the new year—aside from war work—is on cooperation. Janitors told to do nothing for individual teachers without principal's consent. No teacher allowed in school building on Saturdays (why would she want to get in?) without pass signed by superintendent and all school board members. Well, well, so this is cooperation!

January 19. Cooperation backfired yesterday. Child cut head; teacher couldn't leave child; janitor couldn't telephone for doctor without principal's permission; principal down town at First-Aid meeting. When doctor finally arrived child in bad shape. Child's father important man. This morning janitor moved my window box without anybody's permission.—EFFA E. PRESTON in *New Jersey Educational Review*.

Pupils and Books

Our children are veritable strangers to their language, potential foes of the printed word. The forces that have combined to create this situation are neither outside our making nor beyond our influencing. The following examples are cases in point.

A noisy group of children swarmed into a reading room about six o'clock of a freezing January night. When the librarian invited them to read, they informed her that they had not come with that intention. Then she suggested that each one take home a storybook. "We don't want books. We've come in for a few minutes because the comics man has gone to supper."

At ten o'clock on an equally cold March night, three small, inadequately clothed girls were loitering in the unwholesome restroom of a city bus terminal. I happened to be carrying a frightening quantity of books, and the children remarked on it. Yes, they liked to read. No, they never went to the library. Why? Their mothers wouldn't allow it. They were not quite sure why they were not al-

lowed to go, but they were certain that they had never owned library cards. When I described briefly several books which might interest them, their eyes were wide with wonder. "Can we really get stories like those at the library?"—VIRGINIA M. BURKE in *Massachusetts Teacher*.

One of Five

The public and private business schools are constantly making impartial and unbiased surveys to help high-school graduates who may be in a quandary regarding their vocational aspirations. These surveys show . . . that only one out of every five girls who take secretarial training in Greater New York makes her living in an office. The "other four" end up as salesgirls, or with unpleasant jobs, or jobless.—MADELINE STRONY in *Journal of Business Education*.

Emphasis on Aviation

With the increasing importance of aviation in commerce as well as in war, it becomes necessary for the science teacher who desires to keep his subject matter up to date to place a somewhat more pronounced emphasis upon the airplane than is usually given it by the average general science textbook. . . . While the average high school is not equipped for intensive study of this subject, it does possess a personnel of teachers who can give it a place in their classroom work. Three of the ways by which the field may be broadened are:

(1) A more detailed presentation of the historical background of aviation, (2) The use of the model plane (either in the classroom or as an out-of-school activity) to provide for the practical application of the principles of airplanes in flight, (3) A thorough investigation into the importance of the airplane in modern times.—J. A. MANNING in *Louisiana Schools*.

THE FRENCH:

A Study in Pupil Comprehension

By EVELYN ARONSON

THE LAST two and a half days of the spring term, my classes, bookless and warm, were subjected to readings from Philip Carr's *The French At Home*.

Rather than inflict upon them, under the trying circumstances of the end of the term, grammar or dictation which involve work for teacher and pupil alike, I persuaded my pupils to listen to certain chapters from Carr, and, during the last five minutes of the period, to write brief summaries of what they had just heard. Their summaries, as might be expected, were a compound of what they had really heard, prejudice, inattention, and, in some cases, complete absence of comprehension of vital points.

But, in the aggregate, the summaries revealed a sort of composite picture of the young American boy's attitude toward France and his own great naïveté, as well. The following extracts are taken from summaries of Carr's chapter entitled *Sport and le Sport*. The spelling and phrasing I reproduce unchanged.

"The French people as a whole are quite



EDITOR'S NOTE: *Readers must approach this report with a firm grip on the old axiom that we get out of a book what we bring to it. On each of three different days the author read a chapter from a book, and in the last five minutes of the period the high-school pupils wrote summaries of what they heard, or thought they had heard. The summaries, as excerpted here, show the pupils' minds operating, often at weird tangents, now inattentive, now attentive but not comprehending. The author teaches at Boys High School, Brooklyn, N.Y.*

friendly, and also quite particular. The former quality can be proved by the fact that most of them dwell in cottages."

"The French are built very physicy and they are always fit for games."

"France is a country of sport. In the spring it becomes as restless as a young bird just born. The people in the cities yearn for the open country. . . . Each and every man has a gun and he shoots straight."

"The French national sport is talking. The Frenchman also likes to play tennis."

"Many of them (townspeople) own houses in the country and when the season is over they hang out signs telling the passer-by that the cottage is closed for the year. The townsman has his vegetable garden on which he depends. That is his entire food."

"In France all stores close until October because of the warm climate and go to the country. The chief sports in the country is eating and naping and talking."

"The peasant in the summer goes to a resort in northern France since it is too sultry to work during the summer."

"Sports are practised with the hope that a champion may be found."

"The great contests are: Race around Paris and the Six Day Bike Race: The Frenchmen think they don't need to exercise."

"In the coming of spring all of Paris is practically empty. Everybody has gone to his small house in the country. This is not like in other countries a financial matter but a matter of economy. They mingle, for three months with the peasants. The house hasn't a garden."

"The pupils of high school leave school

about July and return in November because they must help their parents raise crops."

"The French people do not like to exercise very much and when they are finished with military work they are very glad."

"The people of France are very stingy. They are so cheap that they do not buy hunting bags."

"The people of Paris have versatility personified. They would always like to gamble. They are trying to introduce football to all the schools."

"The peasants take advantage of the 'Sport' and erect small houses, termed as 'hotels', and charge exorbitant prices for board and room."

"It becomes almost a necessity to carry with the tourist who sleeps in a French hotel some of the so-called 'Flit'."

"The hotels of France are not kept as clean as their reputation. The bed sheets are not so white as they are supposed to be."

"Country homes are obtained through inheritance hence the vacation is economical and thus the summer months aren't a great asset to the country and seaside hotels."

"The french do not believe in walking for exercise. If they go walking they put on their best suit of clothes and take a stroll."

". . . they do not fool or play, but fight to the finish. They often go hunting in which follow the blood hounds at a distance in the jungle."

"Boer hunting is also carried on a lot but they do not hunt it much for sport but instead kill it." (Who said there is no correlation between the language and history?)

"Hunting is a sport of the upper class and is brilliantly and exoticly fashioned. Shooting is practiced by almost everyone. Among the many animals mentioned are the rabbit, the boar, the deer, etc."

"Hunting is a very favorite sport in France. The men either hunt by hurling a spear at the boar, or by killing the animal with a knife."

"The women in France take a vacation for three months while their husbands remain home to attend to certain matters."

"The only sports in France are bowling in southern part and fishing and hunting. Hunting for the boar is a middle class sport."

"The poor fisherman has his recreation out of fishing while his wife sits on the bank knitting a garment of clothing."

"In most French villages bicycle riding is looked upon with great interest."

The second chapter, *Good Manners*, was read on a warm, humid day, which may account for the widely divergent reports on it. I cite only a few of the facts and comments handed in:

"There are not many gentlemen in France today. And nearly all antiquated customs are dying out."

"I think that the french men and women brought about the good use of manners better than the sloppy (sic) and good for nothing boy who hasn't any manners and the people judge the parent by the way the boy acts."

"French people as a whole are polite. They are not polite to another person unless they must be."

"The French people are very friendly. They will make your acquaintance very easily for they seem to be under no obligation to take you (to) their home to diner (sic)."

"In France all men seem to be alike."

"If you should stop a frenchman he will talk and talk although he doesn't know what he is talking about."

". . . the man never says you are no lady as in U.S. and England."

"The French are in utter contem (contempt) for their laws and sometimes will openly show it. If a question is asked of him he will answer it even if he doesn't know the answer. There are no spare bedrooms in France."

"In France a man is considered a gentle-

man if he is rude only on purpose."

"... gentlemen don't give up their seats in a car to strange women for fear of an animosity against them."

"Politeness goes on from the cook to the princess."

"Manners are mostly observed on important holidays when the trades-people are very polite to their customers, in order to receive their trade."

"The French have a very bad temper but they still keep saying Madame and Monsieur."

"The French when angry call each other with complimentary names."

"The French people are well-mannered and expect the same from visitors but very seldom get it."

"The Frenchman always has time not only to give you advice which is plenty but he always says good morning with a cheerful smile."

"... there are gentlemen in France, who upon acting mean, do so by means of insulting ways."

"Much of the etiquette of old France is quickly disappearing, but frenchmen still raise their hats for anybody to (from) the wife of the President for (to) that of the custodian (*concierge*)."

"A Frenchman is a very funny animal. He will compliment you upon the slightest reason or even for no reason at all. There is a doubt in my mind as to whether the French complement (sic) you subconsciously or consciously or whether they accept one another's compliments knowing it to be the well known custom."

"The frenchman is a great guy for manners."

"Men kiss the hand of married women and shake with their left to young unmarried girls."

"A waiter in an argument with a customer always gives in to the customer."

"The french do not say dear mister so-and-so but just dear mister."

"The women of France take the rights when (they) are married. The girls of

America always take advantage of this."

"He (the Frenchman) does not eat very heavy, at supper, but sometimes he has a feast in which a number of his friends and relatives are invited. They are served, first a bowl of soup, some cheese, wine and crackers with cheese."

"There are many good wines in France, where they drink it like water. In every home they make their own wine but sometimes they change or trade some with another family."

"When they invite people for week-ends, they do not tell the guests when the train is leaving on Monday."

"They (are) also very good at the table manners."

"In my opinion the french customs and manners are very good. In the first place a Frenchman hardly ever invites someone to his house but when he does invite him it's something that turns out to be a great feast."

"In writing letters one must be careful in France not to insult someone. The salutation and farewell must be just so."

"A special formula for salutation of letters and only this formula is carried out. They say to a young lady 'devoeur' (devoted) and to a married woman 'respectueuse homage', etc. A Frenchman also raises his hat when he talks to the opposite sex."

"The french man respects a uniform and although most people come unfit in them they take it for an honor. The policeman wears a peasant dress but a policeman's cap."

"When a girl gets married she has more privileges than when she is single."

"One thing a Frenchman will not do is give a lady a seat in a car because the lady might think he is getting fresh."

On the third day, only two classes were able to listen to the reading of the third chapter selected from Carr, *The Family is Everything*. Because of the rather frank

nature of the subject matter of the selection, the teacher fearfully refrained from any comment on the text. Yet, due probably to the essentially significant content of the chapter, nearly all the pupils' summaries of it were exceedingly interesting, and the misconceptions and misapprehensions of those that I quote here throw a revealing light on the New York City boy's attitude toward certain aspects of biology and morality:

"The French do not care whether a person is poor or rich. That is why there is no slums in France, because the people are hard working and only work for the good of the family."

"French families have a tendency of having fierce quarrels. But even at that the going is smooth enough."

"There is a greater death rate in France than in England and a shorter birth rate in France than there is in England. I remember in elementary school there was a saying in the book, which went like this. French families are like melons. Shall I tell you why? To find a good one you must a hundred try." (!!!)

"Each member of the family always works as an individual, and never has a thought of helping any of his or her brothers or sisters."

"The French are very kind and generous. They have no sense of duty however. The French, instead of looking for a job, look for a wife with a job."

"Only since 1891 has the French woman been allowed to share in the estate of her husband."

"When a family wants one son to inherit the money she (sic) does not have any more children. This causes a decrease of french population."

"When a man marries a lady, it means that he is married to her family also."

"When boys are allowed to go with girls, it leads to flirtation and marriage."

"The girls of France outnumber the men, and on certain times they dress peculiarly, and look for husbands."

"Nearly every French girl marries at the age of 21 and (every) man at age of 25."

"The French population is at a standstill and in some parts of France are even going down. This is because the French do not permit persons to have many children. The parents of a young married couple stay with their married children."

"It is a known fact that the Frenchman would see a veterinary for his cow before he would think of seeing a doctor for his wife's baby."

"Women in France hold a pretty high rank. They are their husband's cashiers and they are usually the heads of large department stores."

"There are a majority of the women who become nuns."

"In marriage life the husband or wife do not let each other out of sight, no matter where they go or what they do."

"Most marriages in France start from flirtations, which happen sometimes in married life."

"Flirting was a popular sport in France before the war. But it was too costly. Men had to pay too much. They had to support more than one family sometimes."

"The French girl(s) flirt and little by little they do it till they get married."

"Something peculiar regarding France is the 'Spinsters' Parade (*la Sainte Catherine*) after which many of them secure husbands 25 yrs. or older."



Candid Summary

I am afraid I hold no brief for those too progressive souls who are forever crowing over the passing of Shakespeare's "Unwilling snail-like boy" (actually he is always with us) and finding children who cry

because they have to go home; but I do say that our individualized program makes for more fun in school, even if it disintegrates the teacher.—RUTH FORD in *Teaching in Practice*.

OUR PUPILS RATE THEMSELVES

*Citizenship project
of Claremont High*

By

LYLE C. MARTIN

THE PRIME AIM of all school work is citizenship. By citizenship I mean a thorough adjustment of the individual to his own social group. This definition calls for definite traits of character of a positive civic nature, such personal traits as co-operation, dependability, self-control, and sportsmanship.

At least these are the traits which were stressed through pupil and faculty discussion at Claremont High School. Out of these discussions grew a citizenship-rating-system by which the pupils rated each other secretly and the combined ratings formed an accurate citizenship record. Dr. Earl Thompson, Hugh Wilby and I worked together to perfect the details.

Our plan is the reverse of most rating schemes, which place the emphasis on teacher judgment of a pupil's citizenship. It is the unusual teacher who marks the poor student with an "A" for citizenship. The point is obvious. A teacher's judgment of a pupil's citizenship is precluded by his scholarship rating—not always, but nearly so. Whereas in reality some of the "F" students may actually be "A" students in the practical world of citizenship.

While you are throwing up your hands in



EDITOR'S NOTE: *As the author says, the plan reported in this article "is the reverse of most rating schemes". He says further, "You may heartily disagree, which is your privilege, or you may agree." So we have something controversial here, and shall be glad to consider any manuscripts written in reply. Mr. Martin teaches in Claremont, Calif., High School.*

amazement over such a statement, let me elucidate further. Can you remember back to the days when a neighbor brought news of your misbehavior to your parents? You were having your first adult (teacher) citizenship rating. If you were like the most of us you were sure the story your neighbor told about you wasn't *your* version of what happened at all. And probably it wasn't either! Now the story your group or your "gang" told would in all probability be much closer to the truth than the highly prejudiced adult one told to your shocked parents.

Again, I hope my point is obvious. Who knows you better, a teacher who sees you in the unnatural life situation of the classroom each day, or your fellow classmate who not only sees you in the classroom but on the playground, eats lunch with you, goes to parties and dances with you, plays and fights and works with you? Further, whose judgment is more important to the youngster, a teacher's or his classmates'?

You may say immediately, "Why, my students regard my opinion highly!" You are probably right—for the upper 10 per cent. I'm speaking about the 90 per cent.

To the average pupil what his fellow classmate thinks about him as a citizen is quite a potent dose of medicine. For an adolescent youngster to be told that he was rated at the bottom of his class in citizenship by his classmates is a rude awakening indeed to reality and to life. I have witnessed several such awakenings this past school year.

So much for background for my point of view. You may heartily disagree, which is your privilege, or you may agree. Any judg-

ment of student citizenship should be an all-inclusive one and should not be limited to classroom situations judged by adults. Boys and girls are far more accurate in their judgment of such character traits as co-operation, dependability, self-control, and sportsmanship under *all* circumstances than are teachers under a *few* circumstances.

In order to clarify such intangibles as the four character traits just mentioned, we as a group worked out in committee the following rating sheet:

CITIZENSHIP RATING

I. PERSONAL TRAITS

A. Cooperation

1. Does share of work willingly and quietly.
2. Helpful to others without disturbance.
3. Conforms to the necessary regulations of the classroom and school.
4. Loyalty to groups and elected leaders.

B. Dependability

1. Initiates and carries responsibility.
2. His statements can always be believed.
3. He behaves properly when no teacher is present.
4. He will not cheat.

C. Self-Control

1. Controls bodily actions properly at all times.
2. Refrains from laughing at the mistakes of others.
3. Enjoys a joke without becoming annoying.
4. Keeps silent or speaks calmly even when eager, excited, or angry.

D. Sportsmanship

1. Gives up opinions without resentment when argument goes against him.
2. Has regard for others and their rights.
3. Has respect for property.
4. Expects to pay his own way.

II. RATING METHOD

A. In rating the list of your classmates, use the following numbers:

- 1 for Superior
- 2 for Good
- 3 for Poor

The pupils were told to keep all the factors on the sheet in mind in rating their classmates. In judging themselves they were asked to rate themselves merely as "Good".

The results were tabulated and each pupil given a definite rank, or grade placement if you will, in citizenship.

All such information was held strictly confidential between the teacher and the pupil. The ones rating high and the ones rating low were told they would be called in by the teacher, the first group to be praised and the second group to be helped as much as possible. This was done by the individual conference method. Definite suggestions were given on specific points of weakness. Some parents came in to talk about their children's ratings and to see what could be done at home.

Here at last is the most important feature of the plan. What to do for those youngsters in the lower fourth of the group? Their problem is a real one and demands attention. If the pupil is willing to do something about his low rating much can be accomplished. For the most part pupils are desirous of self-improvement and take suggestions readily. However, if a pupil is disgruntled by his classmates' low opinion of his citizenship qualities he may refuse to cooperate.

Late in the second semester ratings were again made. There were several changes in the class standings. One or two of the upper group dropped to the middle of the class and several of the poorer ones moved up. Changes were to be expected, for citizenship is a living thing, and the improvement evident in many of the pupils meant change in their standings.

In conclusion, I feel we have made definite progress this year in two ways. One is the divorcing of the scholarship prejudice from the citizenship rating. Our best students are not always our best citizens. Granted, they should be if we are going to develop the leaders we want to perpetuate our democracy. I believe this rating plan is a step in the right direction. Second, a definite program is being organized to help pupils to help themselves to better citizenship qualities. In these days the success or failure of any nation rests on good and loyal citizens. I believe this program makes for better citizens.

BIRTH Certificates *and the* TEACHER

By

EARL K. HILLBRAND

TEACHERS can set a good example by securing their own birth certificates and by urging their students and the parents of their students to do likewise. For years, teachers have stressed citizenship training. Here is an additional opportunity to do something about it.

If you should need to establish positively that you are an American citizen, could you, beyond the shadow of legal doubt?

Federal officials have declared that more than sixty million persons born in this country have no documentary proof of American citizenship. In a letter to the vital statistics departments of each state, officials of the war, navy and commerce departments have urged adoption of the universal birth certificate system throughout the United States.

Under this plan developed by the Census Bureau, delayed birth certificates would be issued on the basis of such prescribed evidence as hospital records, the family Bible, and insurance policies. These certificates would have the same force as those now issued at birth by many states.



EDITOR'S NOTE: *Nowadays, all of a sudden, it becomes increasingly important that everyone have a birth certificate, to prove American citizenship and date of birth. The author explains the birth-certificate situation in this article, and indicates how those without certificates may obtain them, or how, in case their births were never recorded, they may gather proofs with which a delayed certificate may be obtained. Dr. Hillbrand is dean of the extension division, University of Wichita, Wichita, Kan.*

Many states did not provide certificates at the time most of today's adults were born, and in other instances attending physicians neglected to make the required report to state officials.

One Eastern State has recorded births for several hundred years. New Hampshire holds the record, having started in 1640. Others include Vermont (1787), Massachusetts (1841), New Jersey (1848), Rhode Island (1853), Virginia (1853 through 1896, but none from 1896 to June 14, 1912), Wisconsin (1860), Delaware (1861), Florida (1865), Michigan (1867), District of Columbia (1872), Iowa (1880), New York (1880), Maine (1892), Hawaii (1896), Connecticut (1897), Louisiana (1898), Maryland (1898), and Utah (1905).

Persons born between 1900 and 1910 will find vital statistics records on file in the following states: Alabama, Arizona, California, Colorado, Indiana, Kentucky, Minnesota, Montana, Nebraska, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Texas, Washington, Wyoming, and in the Canal Zone.

After 1910 records were established in Kansas (1911), Nevada (1911), Idaho (1911), Mississippi (November 1, 1912), Alaska (1913), Missouri (1913), North Carolina (1913), Arkansas (1914), Tennessee (1914), South Carolina (January 1, 1915), Illinois (1916), West Virginia (1917), Georgia (1919), and New Mexico (1919).

Much of the confusion now being experienced in securing birth certificates would have been avoided had the universal practice of birth registration been in effect in previous generations.

In most states today the physician or

other attendant is required by law to report the birth to the local registrar who will see that the date of birth and the child's name, together with other related facts, are made matters of public record.

Birth registration is necessary in order to prove among other things the fact of birth, the date of birth and the place of birth, for: entrance to school, first work permit, automobile license, right to vote, right to marry, right to enter civil service, entering military service, settlement of pensions and for social security benefits to the blind, dependent children and the aged.

Also birth registration is necessary for the following: proving parentage, inheritance of property, settlement of insurance, legal dependency, establishing identity, tracing ancestry, securing passports for immigration and emigration, and to provide birth statistics.

Practices vary in the different states. However, some of the items which are most commonly used as documentary evidence are as follows, but only if the date of birth be shown: authentic Bible records; original certificate (or photostatic or certified copy) of Baptism in infancy; cradle roll; school enrollment; voting registration; or own marriage record (if age is given); application for insurance (not the policy); physician's or hospital record; baby souvenir or book; driver's permit; newspaper, letter, or telegraphic notice of birth; statement of the United States Bureau of Census, at Washington, concerning the applicant and his or her parents as shown in the next census made after the applicant's birth; or other dated record.

As an example of what is required in

securing a delayed birth certificate the plan now in use in Kansas may be of interest: the applicant for a delayed birth certificate is required to give personal data as to residence, place of birth, age, color, and occupation. Similar information concerning his or her parents is required. In addition the forms required are:

(1) At least two affidavits from persons either present at the time of birth or who lived in the community at that time. These may be the attending physician, midwife, mother, father, or neighbor.

(2) At least two items of documentary evidence which must be shown to the person registering the application and which may be the family Bible, insurance policy, army or navy papers, health examination records, census records, or other written or printed papers more than five years old.

When these minimum requirements have been met the applicant must send the following material to the Division of Vital Statistics of the Board of Health, Topeka, Kansas: (1) Application for delayed certificate of birth. (2) Certified or photographed copies of original documents used in completing the application. (3) One-dollar registration fee. (4) Fifty cents additional if the applicant wants a certified copy of the delayed birth certificate. (5) Name and address of the person to whom the certified copy of the delayed birth certificate it to be mailed.

If any doubt exists as to whether a child has been registered inquiry may be made to the State Board of Health, where records are filed. If there is no birth record the Board will furnish a blank which then may be filled out and returned.



Pupil-Name Cycles

It used to be, when I was in school, that we had whole rooms full of Elizabeth's and Catherine's and Charlie's and Joe's. But now they all run to Betty's and Joan's and Richard's and Kenneth's. And if you find a rare Katharine—she tells you gently that it's *K* with two *a*'s. All the Woodrow's, I suppose, are naming their sons Franklin these days. Although Mr. Albert Edward Wiggam says that he knows a delightful little boy of ten named Calorie, and a couple of girls named Vitimin and Hormone.—

NAOMI JOHN WHITE in *Oklahoma Teacher*.

NEGRO PUPILS

in Junior High School

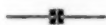
By

EDWIN A. FENSCH

IN JUNIOR HIGH SCHOOLS where Negro pupils are mixed with a general population of white pupils, teachers often grow exasperated and turn sour on the job of teaching these "outsiders". Those of us who have a sprinkling of Negroes in our junior-high-school classes too often look upon them as dull, rebellious, non-cooperative, and anti-everything we try to do for them. Sometimes teachers feel that it is almost a waste of time to work as hard with them as with the whites who out-number them in their classes.

Yet, let's look back a few years. Was he—the Negro—like that in the elementary school? If not, what causes him to be that way in the junior high school?

When the Negro boy (or girl) was in the primary grades there were not so many problems in his life. Very often there was not even a problem as far as the white pupils in his room were concerned. He



EDITOR'S NOTE: *Except in states that provide separate schools for Negro and for white pupils, the Negro child faces quite a problem in social adjustment when he goes from the elementary school to the junior high school, or to the four-year high school. Along about the eighth grade, boys and girls become interested in one another personally and socially. And at that point, says the author, the status of the Negro child changes suddenly. Mr. Fensch advances a method of dealing with the situation. Probably many other readers will disagree with him emphatically, and suggest an entirely different approach. The author teaches in Simpson Junior High School, Mansfield, Ohio.*

studied with them, played on the school ground with them, and was probably considered "cute" by some of the older pupils and teachers. Often he was the center of attraction in school entertainments, and he seldom found himself on the outside "looking in". Life was, in general, as happy a period as it is for any boy or girl at that age.

Probably no one, at that time, ever told him that things would not always be like that—least of all, his parents. Yes, they could have, but his parents had the same feeling for him that your father and mother had for you at that age. There were plenty of heartaches coming, so why start them now?

So the Negro played and studied happily with his white companions through six grades of school. And when he and his friends entered junior high school for the first time as pupils, things went along just the same as in previous years. If there were any changes they could be attributed to a new system of attending classes, more advanced studies, a huge building, and a new school's general trials and tribulations.

But somehow things began to change. In the eighth grade, Tom, Dick and Harry were growing up, their voices were changing and they began to be interested in girls. Mary, Jane and Ruth were not behind in this change either; in fact, they welcomed the attentions of the boys.

Not only were these pupils now interested in one another personally; they began to be interested in each other socially. Here and there parties were organized. Dances and entertainments began to be important in school. But in all of this, one great difference now crept into the scene. The

white pupils now did not consider the Negro welcome at parties and gatherings. His former classmates and companions suddenly decided that he was no longer "cute".

He had lived a rather normal school-boy existence so far, so this sudden segregation came as a shock. No one had really warned him before. He was, over night, colored—a "nigger".

Few of us could stand up under such a blow without trying to do something about it. What is more natural, then, for him than to give up, to quit? If there is no chance to do anything, he argues with himself, why try? Consequently, he adopts a "sitting policy" in class, and then, hungry for some attention, he does what all pupils do when they feel "out of the picture"—he becomes rebellious. Being very human, and perhaps endowed with more emotional release than his white brothers, he is now thoroughly

unhappy. He is not only a problem to his teachers; he is a problem to himself.

Could it be possible that his own race as well as the whites have failed him? Why don't we and his own people teach him that he will meet this barrier some day and get him ready for the shock, that is, ease it? Negro teachers with whom I have discussed this idea agree that the Negro pupil should be warned and prepared, but they are undecided as to how early in life to begin this preparation.

There is no use in saying, "Why not do something about the basic problem?" The social problem is there, both Negroes and whites will admit. So are the Negro boy and girl who must face it. Therefore, why can't we begin somewhere in their early lives, before they reach junior high school, to inform them gently and diplomatically of what is coming so that when it does come they will be ready for it?



County Teachers Plan and Play at One-Week Camp

The teachers of Pickens County, Alabama, held their second annual camp during the week before the opening of school for the purpose of work, study, and recreation. . . .

The committees added to the camp's regular equipment by bringing a piano, radio, typewriter, bookshelves, workshop materials, science equipment, and play equipment. . . .

The camp organization was worked out by committees during the summer. Each member of the group expressed her preference of camp duties and committee responsibilities on a questionnaire sent out in early summer. The food committee made plans which enabled each teacher to bring food from her home garden and pantry, or to pay the amount of \$2.50 in cash for her week's share of the food. The housekeeping committee arranged for the use of the lodge, the only expense being the lights and fuel used. This amount was paid by the county board of education.

The other committees, library, arts and crafts, music, science, and recreation, had their work planned equally well. Due to the fact that the

bedrooms limited the number to twenty-five, there were daily visitors, which made an average attendance of thirty-five.

By 11:00 o'clock on the first day everything was organized well enough for the first group conference. Since the teachers had indicated on the first questionnaire planning sheet that they desired to spend five or six hours daily working in study groups, and had given some of the problems they wanted to study, the daily program was easily worked out.

They agreed on the following daily schedule: breakfast, 7:00 to 8:00; general conference, 8:30; work groups until 11:30; dinner, 12:00; rest until 1:30. The afternoon hours were devoted to creative and recreational activities, including music, arts, library, literature, and play. At 6:00 o'clock supper was served, followed by recreation. . . .

The group voted to have another camp next fall as well as excursions to places of interest in this region during week ends and holidays. Among the best outcomes were the real friendships which were formed among the teachers in the county.—

HELEN KEARLEY in *The Curriculum Journal*.

GIRLS AT WORK:

Lincoln home-economics pupils apply their talents in serving school and community

By
FAITH E. KIDDOO

IF THE American schools are to be laboratories for practicing democratic procedure, the experiences and activities carried on in the schools should be of the type that provide for that training. The following experiences show some of the ways in which the home-economics department of Lincoln Consolidated School attempts to furnish "practical experiences in democracy". They are not offered as more than experiments in the direction along which it is hoped we can find our way more clearly in the future.

This report itself has furnished an experience, for the class in advanced home economics was asked to suggest the incidents they felt would be valuable to include. Talking things over with the pupils is a natural and regular method used and is a splendid source of practical suggestions, for they are always ready and eager to think things through for a problem that is real.

In keeping with our program, a conference was held last spring for democratic planning. The pupils were first consulted to see if they wanted such a "planning conference". The girls in the various classes

planned the program, prepared the conference room, elected their delegates, registered them the day of the meeting, typed the program, planned, cooked, and served the luncheon.

The delegates included one person from each home-economics class, one girl from the class to enter high school the coming year, a member of the High School Council, a boy scout, a girl scout, the nurse, a preacher, a mother, a father, a school board member, a Sunday School teacher, an out-of-school youth, a student teacher, the principal of the school, the president of the Community Council, and the home-economics teacher.

The morning was spent considering questions together. The home-economics teacher was concerned about some of the general educational and recreational problems of young people and wished the group to help her plan what could be done in the department to help solve some of these problems. After lunch, the group was divided to consider the program of the department. The pupil delegates of various ages considered their own class program with the assistance of some older delegates in each group. They went over the present plans, submitted changes they would like, and at the close of the afternoon all came together to report their findings.

One of the several suggestions was that there should be much more first aid taught. Consequently, this year, in addition to the unit taught regularly in the department, a Red Cross course was offered during the community night sessions. All the bus officers not attending this class were given opportunities to have this work in two other classes given by the nurse during the year.

EDITOR'S NOTE: *Girls in the home-economics department of Lincoln Consolidated School have their say in improving the courses; they plan their summer recreation activities cooperatively; they work together to get summer jobs; and their community-service activities are a regular part of their school work. They are learning the power for good that lies in working together unselfishly. Miss Kiddoo teaches home economics in the school at Ypsilanti, Mich.*

In addition the girls planned summer activities for themselves. Following suggestions of what might be of interest, a committee made out a checklist and submitted it to the girls. They worked together to make out a program which included the popular demands. The N.Y.A. recreation program was one means to provide the supervision.

Another practical experience was an employment service to help the girls get summer jobs. Cards were made for the employer and the girl to fill out. These were hektographed by the girls, who then made contacts with various agencies and individuals by phone or letter to help get the girls located. Last year this proved a valuable service and a number of girls were placed.

In the course of a child-development unit, a discovery was made of a group of small children who needed additional food and rest. The class worked with the nurse when she checked the children in the fall, and at that time a list of children needing attention was made out. This group of about twenty-five children received a special 9:30 meal. The class prepared and served the food as part of the class experience.

When the unit closed, several girls volunteered to continue the project and have carried it through the year. One of the helpers has found a real interest in small children and hopes to go on in that line of work. The work has been of real value, for the children have all gained weight and general health. The nurse and teachers have reported their general condition and the girls have weighed the children each week.

One day a group of upper-class girls reported that they felt something should be done about a room that had been left vacant when a bakery for the W.P.A. lunch project had been moved out. The room was being used as a laundry and storage room and had a stove, a sink, and a large cupboard.

The girls wanted to make this room into a small kitchen. They were given permission

to see what they could do with it.

A group of five went to work and transformed the place into a very artistic little kitchen with a laundry unit included. Among the things done were the following: The room was cleaned; the cupboards and open shelves were arranged with attractive shelf paper, pottery, and dishes, the drawers were rearranged and only necessary things included. A breakfast set of chairs and table was refinished in white and red to match the color scheme selected. The purchase of the containers and small equipment they desired was the basis for a discussion on consumer education and was followed by a trip to town to purchase the articles.

The money they spent had been earned by the department by serving a dinner to a County Institute earlier in the year.

A cabinet for laundry and cleaning equipment, and one for holding kitchen aprons, were also purchased. The washtubs were fitted out with covers of wood to make a working surface and the oilcloth over it was matched to that on the counter under the cupboards. Plants and other artistic touches with pottery made the room very appealing to the girls who did the work and also to every one seeing it.

Another room that was the basis of a unit in Interior Decoration was the Teachers' Room in the school. A ninth-grade class of about twenty-five girls was taken into the room to see whether they thought they could improve it. At the time it was very bare with only two cots, straight chairs, a big table and bare walls. The beginning was made when an art teacher loaned a very lovely painting. This was made the center of the color study for the room. The art teacher was of great assistance in checking plans on color, to help the class be quite sure that the adults using the room would be satisfied with the results. All the needs for comfort, and charm were listed. The resources were studied, the purchases were made out, and the jobs were listed. The

class then divided into groups and each group, with a chairman, assumed the responsibility for various tasks.

The accomplishment included the following: cleaning the room, selecting material for window curtains and for a small open cupboard in a tiny kitchenette, making the curtains, painting a wastebasket and putting a design on it, making two footstools, painting and arranging a set of hanging shelves, refinishing an old rocker with paint and gay cushions, covering and putting the hinges on two screens, revarnishing a couple of comfortable wicker chairs that were bought in a second hand store, making attractive couch covers and pillows for the cots, bleaching, dying, fag-gotting together flour sacks for the window drapes, bringing in plants from the greenhouse and caring for them. The room was cared for during the year by the same class and they were well pleased with their accomplishment. When the room was finished the girls held open-house in it before turning it over to the faculty. This was a large project and seemed a little too difficult for the ninth grade although they tried very hard and did an excellent piece of work. The tenth or eleventh grade could have done the work with far less effort. Some of the particular jobs took too long and seemed quite difficult to the girls.

It is the custom here for the junior class to give the seniors a banquet. They do the planning and the sophomores in the home economics class take the menu decided on and do the rest of the planning, preparing, and serving of the dinner. When the plan for the year is set up, time is provided for this project.

Marketing for the supplies is a practical application of consumer education. Head cook, head waitress and head housekeeper are appointed or elected. Plans are set up through committee groups and the pupils select the group in which they wish to assist.

They make out their orders for supplies needed, of food, dishes, silver, and linen.

They organize their schedule of work, get out their own equipment for cooking, set up the tables, organize the service in kitchen and dining room, and see that supplies are taken care of after the meal is over. This is excellent experience to help them direct future community and church affairs.

At various times during the year other such opportunities are provided for the girls. One example of this is a Teachers County Institute that has been held in our school several years. The seventh grade set the tables for the one hundred fifty guests; the ninth grade served the meal, which had been planned and prepared by the upper classes. Smaller dinners are frequently served to delegations from the state boards, from the legislature or from other schools.

The department and the administration feel these are splendid opportunities for practical experience, and time is taken from any work going on at the time to enable the classes participating to concentrate on a dinner and get the most good from the educational activity. Other services are often given by the classes in assisting with refreshments for mothers' teas, achievement days, and other occasions.

Many other services are given by the girls to the school as the need arises. Recently they made the flag which the art department later decorated with the school insignia. Many track suits and basketball sweaters are mended in the department. The nurse is frequently assisted. Costumes are made or renovated. In short, the school uses the department freely.

After one class had visited a community nursery school in the fall, they remembered the children by making them a box of Christmas cookies.

Another group contributed a variety of candies they made in class to help fill candy boxes that the Community Council was giving to almost a hundred elderly or lonely people in the district.

Several girls in one class formed a committee to give some attention to shut-ins. An

elderly lady, who had become helpless, became their charge for several months. Near the holidays they went to sing carols for her. They also took with them a basket of fruit and homemade candy. Earlier in the fall they took flowers and a basket of fruit from the school gardens. At Thanksgiving, she was remembered also. It was their intention to write notes to children who were ill but only a few were really sent this year.

Last year the class having this activity made their own stationery and put their own school monogram on it. Many letters were sent out and were much appreciated.

New babies in the district were to be remembered by sending washcloths made from soft old linen. Some of the new arrivals received them, but other things tended to crowd out this very desirable type of experience for some reason. The pupils love to do these things and the opportunity should not be neglected.

The nurse and the community prepare emergency loan chests, and the articles for the layette each includes are made by girls in the upper class.

In the fall, this advanced class decided they would ask the people in the community to send in any homemaking questions they would like to have answered, and the girls volunteered to search out the answers or find the source of information to direct the questioner. The questions were slow in coming, so they decided on putting out a publication at intervals during the year. This they did, and included in it informa-

tion they felt would be helpful and interesting. Each month, they elected an editor and a staff to prepare the material. As this is Lincoln School, the publication became "The Log Cabin" and the cover they designed was to represent Lincoln's log cabin home.

One of the most valuable experiences of the year was a Christmas party given for the children we were assisting in the food and rest project. The tenth-grade class decided they would like to give this party and planned what they would do. They divided themselves into groups, according to their choice of activity, and carried the undertaking through to very successful completion, with great enjoyment for the youngsters and much satisfaction for themselves.

A fireplace was made with "brick" paper and orange crates. On the mantel, over the flaming "electric light fire," hung red tarleton stockings filled with popcorn balls, homemade candies, and caramel apples. From a gaily decorated tree hung old-fashioned Christmas cookies. Beside a nativity scene, the children sat quietly while a Christmas story was read to them, and fresh young voices sang the old, old carols. Saint Nick came in person to distribute the stockings, and hot cocoa and cookies supplemented their contents.

Through such activities, the girls of our home-economics classes are learning a good and democratic way of life—how to be good neighbors, to help others, and to work together for the common good.



Conditioned Childhood

Psychologists tell us that social adjustment is an adjustment, not to the outside world, but to the individual's early experiences; that people hit back in adult life in response to early thwartings. Childhood conditioned by hunger and suffering has a knowledge of life in a democracy that no study of democracy in school can erase. On the other hand

the child with an adequate physical environment may be so thwarted emotionally either at home or at school that he too may blindly wish to get even later. The world is suffering today from such dwarfed personalities.—HARRIET A. HOUDLETTE in *Journal of the American Association of University Women*.

Our Student Council MEETS EVERY DAY

By
F. J. BUTRUM

A STUDENT COUNCIL in the junior high school that meets for forty minutes every day? Why—what do you do? How do you keep busy?"

These are typical questions from incredulous persons who ask me what course I prefer to teach. This type of reaction is to be expected, because to most teachers a junior-high student council means an organization which meets at most once every week. Often it means a group that is more honorary than functional, more likely to be an extracurricular activity than an integrated, working part of the school program.

It has been stated that pupils of junior-high-school age are not responsible or mature enough to participate in democratic government. My experience with junior-high-school boys and girls during the past two years of council work has given the lie to this claim.

We have four general objectives for our student council: first, to authorize student activities; second, to serve as a clearing house for student thought; third, to study basic community organizations; fourth, to make the school more effective in serving the community.

Taking these objectives in order, I shall



EDITOR'S NOTE: *The student council of Lawrence, Kan., Junior High School has activities and interests that cover both school and community. That is why weekly meetings couldn't begin to serve the purpose, and why meetings are held for forty minutes on each day of the school week. Herewith Mr. Butrum, sponsor of the council, explains.*

describe briefly the type of work we have done.

Objective one—"to authorize student activities". Our council is organized under a constitution approved by a two-thirds majority of the pupils. That the principal of the school has power of absolute veto is basically important in this plan. Incidentally, our principal has very seldom found it necessary to use this power.

Members are elected for one semester, each homeroom sending one representative. There are 23 homeroom groups in our school, which has an enrolment of approximately 600. The president of the council is elected by a school-wide primary and a general election. Six permanent committees control the following details of school life: outdoor traffic, bicycle supervision, fire drills, flag ceremonies, lost and found department, social events.

Each year the council sponsors a school-wide carnival, and has also sponsored an assembly program series. Proceeds (over \$80 yearly) are used to help meet expenses of our school year book. All school-wide projects are sponsored by the council, but these services are performed by many junior high councils. In fact, they constitute the major work done by the typical council. However, they occupy only one-half of our program.

We are also concerned with other services of equal importance, which are unique in that they are usually not included in the program of council groups. This brings us to our second objective: "To serve as a clearing house for student thought."

While many of the suggestions coming from the pupils are not feasible, occasionally projects of great value arise from them. An

interesting program came about as a result of one pupil saying "Gee, I was scared and lonely when I first came to junior high!" Prompted by this remark, the council has worked toward a better integration between the elementary schools and the junior high school.

Every spring we sponsor a "get acquainted" week at the junior high for members of sixth-grade classes from the elementary schools. An afternoon is devoted to the sixth-grade class (and parents) of each of our elementary schools.

The council members first show the visitors a movie which they have made of our junior-high-school life. The movie portrays the regulation of traffic by the safety patrol, the system of parking bicycles, and the flag-raising ceremony. It introduces to the newcomers the principal and members of the teaching staff. It imparts something of the spirit of our school by showing various activities which occur throughout the school year. Then follows a tour of the buildings and observation of work in the classrooms.

Here is another result of the "clearing house" objective: One snowy day in the winter, the school nurse pointed out in a talk to the council that many children in our school were not properly clothed. Although this was only an incidental part of the talk, the pupils remembered it and instigated an annual old-clothes drive which usually nets between 500 and 600 articles.

Children learn to help care for their neighbors across the tracks as well as for those across the seas. The PTA mothers inspect, repair, and clean the articles before turning them over to the nurse for distribution.

It must be emphasized, however, that the chief value of the clearing house objective is that it encourages student thought. It gives the pupils an opportunity to express themselves and to discuss school life in a constructive way.

Since the council is a governing organization, the pupils are interested in how the

community is governed, and what relation the school has to the community. Our third objective, then, is "to study basic community organizations".

We approach this study by asking these questions:

(1) What is the governing body of our town, and how is it organized?

(2) What does our community do to provide (a) safety, (b) health, (c) cultural activities for its citizens?

First we study the organization of our city government. Under the topic of community safety we hear talks by the chief of police, the sheriff, the judge of the juvenile court, and the fire chief. We visit a local court, and the nearest fire station.

In our study of community health, we have the city sanitarian, the city health officer, and the school nurse talk to us about their respective fields. We visit the city water plant, the city milk inspection laboratories, and a local creamery. These talks and visits bring the school and the pupils into direct contact with community organizations and create a "sense of community" obtainable in no other way.

Our study of culture in the community gives us the best opportunity to see the relationship of the school to the community. Since the school is the epitome of community effort toward culture, we look largely to ourselves as pupils in community-supported schools to observe this service.

We are then ready for the third objective, "to make the school more effective in serving the community." It is of value for the city departments to know that we are interested in helping them. When we visit these departments, or invite speakers from them, we emphasize the fact that we are interested in our community and eager to learn ways by which we may contribute to its welfare.

Consequently, our council has been asked by the chief of police to aid in distribution and regulation of bicycle licenses. We have been asked to participate in the work of the

Lawrence Safety Council. Various civic clubs have asked for our services in community projects of beautification and recreation.

Our council has a reputation for participation in community affairs; we have linked the school more closely to the community. Perhaps most important of all, the pupils feel that they have a part and a responsibility in the community. They understand, through democratic experience, reasons for government.

The fact that our council meets every day gives the entire program a continuity and an interest which would otherwise be impossible. The homerooms in this way have daily contact with council activities through reports of their representatives. In turn, the council is in constant touch with homeroom activities.

While such a course as I have outlined would not be practicable in all schools, it *will* work in many schools, and it *should* be carried out in more schools.



The Tuition Scramble in Kansas

In tuition counties (in Kansas) a student living outside a district supporting a high school has an annual school revenue value of \$108. Ten students would bring \$1080 annually to the district's coffers. One hundred students would be worth \$10,800, to a district. And, around these facts and others, there has arisen what is known as the "tuition scramble," originated by schoolmen and others who saw certain advantages for themselves in the law.

The tuition situation is closely related to transportation problems, largely because of geographical proximity. School people in tuition counties know how nauseating the tuition problem can become. Outright student robbing; milder forms of proselyting; propaganda of all kinds, bad and worse; everything in the carpet-bag is trotted out. . . . Then the process of getting students becomes vicious and ultimately, in many cases, a vicious circle. Jobs, transportation, money grants, easy examinations, extra credits for 4-H work, credits for other outside work, and still other plans, bribes, and inducements and any combination of these are reported having been used against other schools and on youngsters and their parents. Even a novice can readily see that such plans and activities by members of the profession are both unethical and undignified. . . .

Following is the method which was employed by two schools in Jewel County, Burr Oak and Esbon. Both communities are small enough to be intensely jealous and clannish if they wished, but both were bigger. Having experienced the growth of the tuition scramble between them for years, they decided to find a remedy.

After preliminary talks, lasting through the summer of 1938, and an exploration of ideas, the administrators of the two schools met in conference and decided that the situation was reducible, first to analysis, and then solution. Then it was decided

that some sort of compromise would probably be the starting point, and they proceeded upon that basis. After discussion of numerous factors and many proposals, it was decided to draw lines on a map. Eventually a line midway between the two schools was decided upon.

This line was drawn on paper and then the administrators drove their automobiles up and down the country, establishing the exact geographical characteristics and location of the line. When this was completed, the next task was the consideration of individual cases. Exceptions were made in such a way as to take care of students who were now crossing the line to the school of their choice. After these families had run out, or periods of nonattendance occurred on some farms, new students from these locations "belonged" to the school on their side of the line.

Thus no newly moved student or freshman could get any sort of inducement or favor from the school across the line. He was also informed that in case there was a school car or bus from the school across the line near him, he would nevertheless have to furnish his own transportation. He could attend the school of his choice, but if he crossed the line he would receive no favors, jobs, books, or anything, and he was entirely and absolutely on his own.

Solicitation across the line by the respective school heads was mutually banned. Occasionally problems came up in which solicitation was inferred, but a conference of 15 to 30 minutes quickly resolved them. The plan requires follow-up work. Solicitation could crop out in the cases in which students come from new localities, from places not plotted on the map, but a quick preliminary check of distance and direction usually suffices.—ADOLPH UNRUH in *Kansas Teacher*.

HONOR UNITS:

My Plan for Superior Students

By LAWRENCE C. THOMPSON

ONE OF MY MAJOR PROBLEMS in teaching elementary algebra has always been finding time and means to provide for individual differences among the pupils. It has worried me when the best students seemed to be doing all the work quickly and easily while others struggled long and hard without making much progress.

I have tried various procedures in attempting to solve this problem. At one time I adopted the "Individual Progress" plan of letting each pupil proceed in his learning at his own rate. I laboriously formulated unit instruction sheets telling what problems were to be worked, stating hazards to be avoided, introducing any practical applications that I could find, mentioning little interesting incidents from the history of mathematics—in short, trying to make the lessons interesting, practical, and easy to understand.

Each pupil completed these units just as fast as he was able, without any regard for the progress of the other members of the class. When he had completed a unit in a

manner satisfactory to himself, he was allowed to take a unit test. I had prepared several final tests for each unit, and it was required that the pupil pass one test satisfactorily before he proceeded to the next unit.

However, as much as I tried, I could not eliminate the following disadvantages to this procedure:

(1) The work was too greatly individualized. There was no provision for group projects and interesting class discussions, and thus, the benefits resulting from them.

(2) Because of the lack of definite daily assignments, too many pupils were inclined to adopt the attitude, "I don't have time to do all of my algebra today, but I'll do two days' work tomorrow." Naturally tomorrow never came.

(3) My class was too large and I could not give enough time to individual pupils. I was often aware of numerous pupils idly awaiting their turns to ask questions about difficulties they were having.

(4) At least one third of the class was not capable of following instructions from the printed sheet. The spoken explanation is more easily understood than the written explanation.

After trying the "individual progress" method of instruction for some time, I reluctantly came to the conclusion that I was not a good enough teacher to handle this plan well. Then for some time I tried helping individual pupils develop projects which seemed closely related to their interests and abilities. This, of course, involved a great amount of work for me, and I soon discovered that the day did not have enough

EDITOR'S NOTE: *The author is a mathematics teacher, and writes of his use of "honor units" in algebra. But the plan is applicable in other subject fields by teachers who wish to provide for individual differences. Mr. Thompson had previously tried a program of allowing each pupil to proceed at his own rate. But he found that group work made possible by "honor units" has many advantages over the other method. The author teaches in Faribault, Minn., High School.*

hours for me to operate this plan effectively. Merely carrying out such projects after they are formulated involves much work. It is a still greater task to search for and to study beforehand projects that are related to pupil interests and that will extend the pupil's knowledge of algebra.

During the past year I have employed a method of instruction which has proved to be highly successful with my algebra class. Of course, that does not mean that it would be successful with every class. There is nothing unique about this method; perhaps many teachers have taught their classes in a similar manner. However, a description of it might contain useful hints for mathematics teachers who have encountered the same problems that I have.

According to this plan a definite assignment was given to the class each day. In presenting this assignment I was careful to suggest all possible connections between it and the work already understood, and to make applications to actual life situations whenever possible. The answers to the problems in each day's assignment were read in class while the pupils checked each other's notebooks. As soon as this was done, each pupil corrected his own mistakes.

Each assignment was short enough for the slower pupils to complete without working longer than the time limit for class preparation designated by our school. The brighter pupils naturally finished in considerably less time. In fact, it was not uncommon for several members of the class to have completed the entire day's work before they left the classroom.

For this latter group I devised "Honor Work Units", which carried the topics discussed in our elementary algebra book into more advanced phases of the same topics in higher algebra.

For instance, when the solution of simultaneous equations containing two variables was the topic of study, the "Honor Work Unit" dealt with work involving the solution of simultaneous equations with three

variables. When we studied exponents and radicals from our textbook, the "Honor Work Unit" presented fractional, literal, negative, and zero exponents. Many of my elementary pupils studied, and understood, algebra as advanced as the special cases in factoring, the binomial theorem, and synthetic division.

It was understood that no one was to do any honor work until his day's assignment was completed. Of course some of the pupils were unable to do any honor work, and I explained to them that that was perfectly all right. They had enough to do if they finished the regular work satisfactorily. On the other hand, there are always some very capable pupils who are quite satisfied to just get by. I watched for this type of pupil, talked to each individually, told him that I expected him to do some honor work, and marked him accordingly.

When each pupil finished an "Honor Work Unit" it was necessary for him to pass one of several equivalent test forms that I had prepared before he could start on another unit. The vast majority of the members of the class approved of the honor work system and cooperated wholeheartedly. Some of the pupils kept me busy developing new units.

In considering the quantity and quality of work accomplished by both the "Individual Progress" method and the "Honor Work Unit" plan, I find the latter much more satisfactory. In fact, as far as I am able to determine, it completely removes the objections already mentioned in connection with the former method. This type of work was not too greatly individualized. Our class period was very informal. Pupils worked in groups, expressed their opinions, and joined in arguments. Occasionally the conversation approximated that which one might expect to hear in a philosophy class rather than in an algebra class. I have heard pupils voluntarily discuss zero to the zero power, the significance of plus and minus infinity, etc.

The assignments were definite and clear-cut, and no logical excuse could be given for neglecting them. Because many pupils were studying the same topic at the same time, too great a variety of questions did not arise during any one class period, and by working together individuals were often able to help each other out of difficulties. Thus groups of pupils did not sit idly waiting for the teacher to help them.

Under this method of conducting the algebra class the slow pupils were neither neglected nor abused. They were not hopelessly lost in a long assignment. Definiteness and care in presenting the assignments kept

them from misunderstanding. They were cheerful, cooperative, and interested. They knew what was expected of them, and they knew that they could get it done. Very frequently I heard such pupils remark that they enjoyed mathematics this year. One girl added as she spoke to a companion, "Aren't you shocked to hear me say that?"

The brighter pupils also were provided for. They were not allowed to drift leisurely along. They knew that they could learn more algebra than was in their textbook. Many were willing to take advantage of this and were proud of the knowledge they were acquiring.



Delusions in Sex Education

The suffering and sadness attendant upon thousands of cases of juvenile immorality have raised a clamorous demand for sex education in the schools that has all but swept away the traditional objections to such education. . . .

Presumably, our aim is a normal, healthy, morally-sound sex life for our pupils and our children. Are our present methods likely to produce this result?

The writer suspects that at least two of the currently accepted theories are more likely to produce an opposite result. These may be crudely stated as follows:

1. What the child needs is knowledge. Give him the "facts of life" in a straightforward manner and he will respond with desirable behavior.

2. Fear is the best preventative. Show the child the consequences and he will avoid the act.

The first of these is an odd concept to be accepted in an age where questioning and experimentation are the watchwords. . . . It is not enough to explain the sex relations of human beings as though they were identical with those of the lower animals. Love between human beings includes all the biological emotional aspects but much more. Unless we can paint a true picture in all its warmth, color, and beauty, we should be hesitant about presenting to impressionable young minds a real but tragically incomplete sketch.

The second approach is possibly more effective but it is also more dangerous. . . . The strange thing is that, while fear has been ruled out as a proper motivating factor in other fields of educa-

tion, it has been retained here where it is most likely to do irremediable harm. . . .

Let us get back to our objective. Basically, our desire is to inculcate high ideals and to lead the rising generation to translate these ideals into socially accepted patterns of behavior. Perhaps "socially acceptable" patterns are not high enough. Many of us teach one standard, expect another in our friends and associates, and, possibly, guide our own lives by a third; all of these in descending order. Just how effectively we present the first while tolerating the second and third is open to some doubt.

No wonder our listeners develop a "Gee, he sure hasn't been around!" attitude when the adult world they see differs so widely from the one which we present with a tongue in the cheek.

As in all moral training, what is needed is the strong personal influence of the teacher on the learner. . . . What is needed is not the dispensing of information nor the dissemination of fear, but indoctrination in standards of living which are hard but vital. . . . It is the school's task to see that the child's contacts are with people and sources of information which show genuine belief in sound principles, for the personal influence of a person of high moral standards, be he teacher, parent, or friend, is far more vital than any amount of sex education. The "scientific detached" attitude must be abandoned. Sex education is not a biological but an ethical problem. It is time that we had the courage to make a stand for higher moral standards.—JOHN I. MACDOUGALL in *Phi Delta Kappan*.

OUR LIBRARY:

By
A cooperative community enterprise
GEORGIANA SKINNER

ALMOST EVERY VISITOR to our school is asked whether he would like to see our library by one or several of the pupils as he tours the building.

The library is a place of which they are all proud and in which they have played a large part. They have helped improve and build it. It has become, therefore, their library, and they have reason to desire to show it to every stranger who appears.

Two years ago three small locked cases, containing three or four hundred books, comprised the library of Russell School, a small rural school in northeastern Ohio. These cases, located in one corner of the main hall, were unlocked for half an hour three mornings a week, when the pupils were permitted to draw out or browse through books. Three sets of encyclopedias, several dictionaries, and a few old and tattered magazines could be found in the study hall, and each of the elementary grades had a small library of uncataloged and unrecorded books.

The entire library situation was discouraging, and there was no library available in the community except what the school or the home offered. Little reference

work could be assigned in any class, and little encouragement given pupils to read and enjoy books.

Today the picture has entirely changed. In a bright and attractive room removed from the noise and confusion of classes and changing of classes we have set up a library of over 2000 volumes, several hundred pamphlets, several hundred current and back numbers of magazines, and 300 colorful travel posters, all cataloged according to the Dewey Decimal System.

Perhaps this growth in our library in just two short years can be duplicated in many schools throughout the country, but in few would you find it being accomplished through the cooperative effort employed in ours.

From the very beginning, when we sought a more suitable location for the library, to this day, it has been a cooperative enterprise of faculty, pupils, board members, and members of the community. As soon as the board authorized moving the science equipment to another room and placing the library where the science laboratory had been, a group of ten boys set about measuring the room and planning for the placing of library furniture that would be bought.

Girls decided upon the color of paint, material and style of drapes, pictures that would be appropriate to hang, and plants or other things that would add to the attractiveness of the room. Boys assisted the janitor in painting the walls and floors and setting up shelves and tables. Girls assisted in the cataloging and moving of books to the proper places on the shelves.

The three upper grades of the high school purchased an electric clock; the fresh-

EDITOR'S NOTE: *Two years ago the library of the Russell Centralized Schools, Novelty, Ohio, was a small and insignificant affair of three small locked cases. This is the story of how pupils, school, and community pitched in and developed a comparatively large, attractive library, with almost ten times as many books. The new library now offers a broadened service throughout the curriculum. Miss Skinner is the librarian.*

men a vase and flowers; the seventh and eighth graders had Clarence Day's "World of Books", cut from *The New York Times* magazine section, framed; the Girl Reserves bought the material for the drapes, and several adults sent a small table and a fern.

The next year the seventh and eighth graders paid one-third of the cost of oak lumber for a magazine rack, which was made in the Industrial Arts department. This year they have purchased six books. This giving of useful material to the library has not stopped since the new library was opened. Books, magazines, and pamphlets of all kinds have been constantly received.

One man who was moving from the community gave copies of the *National Geographic* magazine from 1915-1940. A woman gave two sets of travel books, and a set of *Author's Digest*. Every spring women of the community find during house cleaning magazines and books that they no longer want, and offer them to the library. We are always frank in telling donors when material is not useful, and have never had any one feel that his offering was slighted.

Another man in the community supplies us with several magazines—*Fortune*, *Parents*, *Time*, *Collier's*, *Saturday Evening Post*, and many magazines on photography. Time and again a pupil brings a book that he would like to donate.

Our largest and finest gift is a memorial collection of history, travel, and biography, made in honor of a former prominent civic leader of Cleveland whose summer home is in our township. There are over 400 books in the collection, many of them new. Among these are the six-volume life of Lincoln by Carl Sandburg, the six-volume set of *Our Times* by Mark Sullivan, a complete and beautifully bound set of Dickens, and most of the best histories of England printed in

this country. Many of the books in this collection we would never have been able to buy ourselves, although they were needed.

Once the library was ready for use the problem of management arose. I am in charge of it, but rarely find a period or half of a period to be in it to help pupils find material, to check out books, or tend to the business of cataloging or inventory. Each pupil is carefully trained in the use of a library and how to find material. This training is a permanent part of the English curriculum.

Even boys and girls in the grades, who use the library for reference material, are given instruction in anticipation of the day when they will be able to spend their free periods in the library. Older pupils are appointed assistants to check out books, return books to shelves, keep the library neat and in order, and report offenders of library rules to detention hall.

The detention hall was set up by the pupils themselves as a means of maintaining conditions conducive to study in the library. Their rules forbid talking and confusion of any kind on penalty of five days in noon detention hall. Permission is given for two pupils to talk over work quietly in the hallway or to pass notes in the library when paper or pencil is desired. After three months of this government just twelve pupils have violated their own rules.

Pupils assist me during school and after school in the repairing and cataloging of books or in the rearranging of the library. When the librarian or her assistants are absent from the library, pupils check out books and pay fines, leaving notes telling who paid.

Our library from its very beginning has been but a small problem to the administrator and the faculty because to everyone in the school it is "our library".



The editors of THE CLEARING HOUSE are always interested in considering light verse, humorous or satirical, on educational topics.



SCHOOL NEWS DIGEST



Edited by THE STAFF

FIREPROOF? Recent burning of two New Jersey schools—both fairly modern—raises a doubt whether any building is really *fireproof*. We must not be lulled into a false sense of security by the fact that most schoolhouses being built today contain every conceivable safeguard against fire, comments *New Jersey Educational Review*. Strict observance of the fire drill rules is still a best insurance against loss of pupil life, even if you think your building is made of asbestos.

LUNCH: The present school lunch program reaches only about 4,000,000 pupils, and most of those are in the elementary schools—whereas in the interests of public health and wartime fitness it should serve all 27,000,000 of the nation's elementary-school and high-school pupils, states the American Youth Commission's new general report, *Youth and the Future*. Schools should accept nutrition as a major permanent responsibility to be shared with parents. But no amount of classroom instruction about new and unaccustomed foods is a substitute for eating them as a means of carrying on the learning process. In the operation of the community school lunch program, the report recommends, older pupils in school and other young people should be used so far as possible in order that youth may obtain work experience and may share in the actual labor of providing a social service from which they benefit.

UPWARD: Southern states have made "the most superior effort in the nation" to improve their school organization, reports Howard A. Dawson in *Louisiana Schools*, but there is still much room for further effort. Random interesting facts: Although only about half the rural pupils of the nation are in Southern states, they have 56% of the nation's consolidated schools. . . . In Arkansas and Mississippi there are actually more school-board members than teachers. . . . Salaries paid to teachers in Southern states are the lowest in the nation, and in one state are \$504 a year (minimum?) as compared with "the national average of \$1,283".

HOLIDAYS: We pass this item on to you in a somewhat awed frame of mind. On the recommendation of the student council, reports *Ohio Schools*, the Chatfield, Ohio, schools continued in session during the mid-winter holidays, closing only for the week-ends following Christmas and New Year's Day. The pupils decided against a vacation

on the basis that "since there was nothing else to do, they might as well be learning". Teachers agreed to put pupil interest ahead of personal interest, and taught through the extra sessions. Had Pearl Harbor given these pupils a new and sterner purpose? Do the Chatfield schools make education so interesting that the boys and girls couldn't resist? All we know is that pupils by tradition aren't supposed to act like this.

CONSUMER: How consumers can help to win the war is the subject of a new Consumers Union class plan on "The Consumer and the War," which helps pupils to discuss ways of conserving goods needed in the war effort, and how to work to keep up morale, fight profiteering, and improve living standards. Free copies of the class plan may be obtained from Consumers Union, 17 Union Square, New York City.

CAMPS: Establishment of free summer camps by boards of education as a necessary part of every child's education was advocated by Mrs. Franklin D. Roosevelt at the convention of the New York Section of the American Camping Association. At the moment, school people are somewhat busy trying to pry enough money out of the taxpayer to keep a roof over the children's heads during the other 9 months. But free summer camps for all pupils are a splendid idea, and teachers who have dreamed of it for years think we can't afford not to have these camps.

CHILD LABOR: The increase in national defense employment has probably caused a large upswing in child labor, reports *American Teacher*. Employment certificates and placement figures received by the Children's Bureau confirm the trend. In 29 states and the District of Columbia, issuance of first employment certificates for boys and girls of 14 and 15 increased almost 100% for the first 6 months of 1941 over the same months of 1940. Newspaper reports of school closings for harvesting in the fall of 1941 indicate much wider use of children for bringing in crops than is customary. "State legislatures passed almost no constructive child-labor legislation in the winter of 1940-41." Adverse legislation: Indiana removed newspaper carriers from the minimum age, hours, night-work, permit, and physical-examination requirements of the Child Labor Law. New Jersey lowered the

(Continued on page 448)

If You Are Wronged, Act at Once

By DANIEL R. HODGDON

A teacher on tenure was refused a position for the school year of 1930, but was promised a school if she voted for and helped support a trustee. This is one way to get a teaching job. The politician kept his word and gave the teacher a position for the school years of 1931 and 1932. This paid off the election debt. Thereafter she was refused employment without any reason being assigned, and she received no notice of cancellation or of any attempt to cancel her tenure contract. While the final outcome of this case depends on a new trial and further proceedings not inconsistent with the opinions of the court, the principles enunciated are important to teachers on tenure.

May an illegally dismissed teacher on tenure who does not act promptly to enforce her rights obtain redress? A tenure teacher's contract is not per se enforceable, but a teacher whose contractual rights have been violated must resort to a court of equity for redress.

A court of equity may grant adequate relief in an action for reinstatement of a wrongfully discharged teacher. Ordinarily there will be a lapse of time between an action to compel reinstatement and the rendition of judgment, and further delay may be occasioned by appeal. In the meantime, a school board may have contracted with another teacher while the discharged teacher was unemployed. A school year may have begun and passed and an even longer time might have elapsed. This lapse of time would have no bearing on the teacher's rights.

The old legal maxims that "equity will not suffer a wrong to be without a remedy" and that "equity delights to do justice and not be halves" are still true. On these fundamental concepts rests the rule that when a court has once acquired jurisdiction of a cause, it may go to complete adjudication, even to the extent of establishing legal rights and creating legal remedies. Such a court may decree specific performance, and award such legal damages as have resulted from delay in the performance of the contract. If a teacher brings an action upon a definite contract and prevails, it is well within the power of a court of equity to award her incidental damages. (*Cited Steindler v. Virginia Pub. Service Co., V. 462 1937, 163, 175 S. E. 888, 95 A.L.R. 222.*)

The measure of damages which the court may

allow as an incident to equitable relief is limited to the compensation fixed by the definite contract to which the teacher is found entitled. The period for which there may be a recovery is between the commencement of the action and reinstatement, during which the teacher is deprived of serving, with proper deductions for other earnings, if any.

Where a statute provides, as it does in Indiana, that a contract of employment by a teacher shall be renewed and continue in force on the same terms and for the same wages, unless the teacher or the board notifies the other to the contrary not later than the first of May, (*Acts 1939 Ch. 77§1, p 457 § 28-4321 Burns' Supp. § 6008-4 Baldwin's Supp. 1939.*) a wrongfully discharged teacher has ample time to take the necessary legal steps to obtain relief. A teacher who acts with reasonable diligence in a court of equity will not be deprived of a full and complete remedy.

When the question of laches arises that, too, must be considered. Laches, in a general sense, is neglect, for an unreasonable and unexplained length of time, when diligence is required. "More specifically, it is an inexcusable delay in asserting a right; an implied waiver arising from knowledge of existing conditions and an acquiescence in them." "Sleeping on one's rights" is another way of stating it.

Such neglect or delay in enforcing a right which causes prejudice or works a disadvantage to another, operates as a bar to giving relief to a teacher in a court of equity.

Where a teacher is wrongfully discharged with knowledge of the fact that another teacher will fill her position, which she is entitled to occupy, and that public funds to which she is entitled will be paid to another, she must act promptly. Otherwise, the class would have to await her wishes or another teacher would have to be employed in her place and the public funds dissipated by paying two persons for a single service. While the amount may not be large for a single case, it might amount to considerable when several cases were involved.

Any unreasonable delay in commencing an action to enforce a teacher's rights will be considered laches and defeat her right to relief. The time when an action must begin cannot depend upon the whim of a teacher in choosing the time she will legally assert her rights. There is no absolute rule as to

what constitutes laches, or staleness of demand. Each case must depend on the circumstances. A school board and the public may not be placed at a disadvantage by a teacher's procrastination. *Hass v. Holder, School Trustee et al. Supreme Court Ind.*, 32, N. E. (2d) 590, March 19, 1941.

Dismissal "Just Because"

A board of education which has dismissed a high school principal on tenure must reinstate him if the evidence presented in the case fails to show that he was incompetent and inefficient or that he failed to supervise properly in matters of discipline and administration, especially where the attainment of the school shows improvement over past years and no proof of charges is sufficient to sustain allegations. *Cooke v. Board of Education of City of Hornell (N. Y.) 58 St. Dept. Rpt. 502 Jan. 22, 1938.*

But look out where such charges are true. Where the evidence supports the accusation of incompetency and inefficiency, the dismissal will be upheld, but a teacher cannot be dismissed from an evening school position if no charges have been preferred against him. *Phillips v. Board of Education, City of New York (N.Y.) 58 St. Dept. Rpt. 504, Jan. 28, 1938.*

It was claimed (1) that a teacher on tenure who had been dismissed was incompetent, insubordinate, inefficient, and guilty of misconduct, that (2) the teacher permitted a police officer to stand in the open doorway of her classroom and discipline a number of pupils, that (3) without supervisory authority, she permitted a parent to enter a classroom while the class was in session, and to remain there to address the class on its behavior, that (4) she at various times warned pupils against electric disturbances affecting the health of the pupils which it is claimed did not exist, and (5) made statements to pupils and fellow employees derogatory to her supervisors and other employees which disturbed the harmony, morale, and efficient conduct of the school.

Such alarming specifications must be sustained by sufficient evidence to establish them as facts, and when evidence is insufficient to do so, the teacher will be ordered reinstated. *D'Auria v. Board of Education, N. Y. C., N. Y., 58 State Dept. Rep. 443 (N. Y.) Oct. 22, 1937.*

What Is a Similar Position?

The New York Statute provides that when a teacher's position is abolished, the teacher must be placed on the preferred eligible list for appointment to a vacancy which may thereafter occur, or for a position similar to the one which he had filled, without reduction in salary or increment. The

commissioner, unlike the courts, has not defined the word *similar*, but in considering each case has interpreted the word as he saw fit. His reason: it is difficult to determine ahead what might be considered *similar* positions.

A teacher of manual training receiving \$3400 in the eighth grade was dismissed because his position was abolished. Thereafter he was reappointed in the junior high school as a teacher of industrial arts at \$1800. But he was not appointed to a *similar* position and therefore was not entitled to the same salary he previously had. While the board indicated a different concept of duties for the latter position, and a different title, the major teaching activities seem to have been similar and in some respects identical.

The commissioner, however, said that while it was not necessary that the duties assigned be identical, nevertheless under the statute they were not similar and the positions were not similar. In New York State, the eighth grade of the junior high school is considered an elementary grade.

It is easy to see how such a situation might lead to many abuses unless controlled by some definition of *similar*. When a question of similarity arises, a teacher must have the particular situation clarified by the commissioner. *Speirs v. Board of Education of Yonkers. (N.Y.) 60 State Dept. Rep. 56, July 20, 1938.*

The Joys of Seniority

In Pennsylvania the tenure act provides that when a position is abolished because of a substantial decrease in the number of pupils as a result of natural causes, the teacher employed in such a position retains his seniority rights and is entitled to any other positions for which he is qualified without reduction in salary.

A board of education abolished the position of dean of girls and offered the teacher another position and a contract for employment at a lower salary. The teacher refused to sign the contract and the board thereupon refused further employment to the teacher, although the teacher reported for duty and was willing and able to serve.

In an action for reinstatement as an employee of the board, the court held that the teacher was within her legal rights in refusing to sign a contract at a lower salary. If she had signed a new contract all her rights under the old contract and the tenure law would have been swept away together with her guarantee of her seniority rights.

Don't sign something that you don't have to sign, is the moral of this case. *Streibert v. Board of School Directors of School District of City of New York (Pa. Supreme Court) 339 Pa. 119, 14A (2d) 303, June 24, 1940.*

BOOK REVIEWS

JOHN CARR DUFF and PHILIP W. L. COX, *Review Editors*

The Bertrand Russell Case, edited by JOHN DEWEY and HORACE M. KALLEN. New York: Viking Press, 1941. 228 pages, \$2.50.

Nine noted liberal scholars—philosophers, a churchman, a law professor, and a school administrator—contributed sections to this volume of discussions of various aspects of the notorious legal intervention which prevented the College of the City of New York and its community from acquiring the services of Bertrand Russell. It serves as a permanent record of the shock and reactions of liberated minds to the realization that legal censorship over independent thinking and teaching could invade public education in the realm of philosophy and private ethics, as it too often has done in the realm of political-economic ideology.

The character assassination of Bertrand Russell by Justice McGeehan is properly likened by A. C. Barnes in his Foreword to the bodily assassination of Sacco and Vanzetti in the courts of Massachusetts. In neither case is the action closed; each remains a

byword and a hissing; each points a finger of scorn and distrust not only at the Court, but at such "respectable" citizens as approved the abuses.

Peculiarly noteworthy are the analyses of the ecclesiastic forces that instigated or furnished the religious mythology for the decision, presented by Horace M. Kallen; the shocking "reasoning" by which Justice McGeehan dragged the case within his jurisdiction by declaring that Russell's published beliefs "encourage the violation of the Penal Law of the State of New York" (and so justifying his decision based not on any act or fact but upon his opinion that some act or fact might develop!), justifiably ridiculed by Walton H. Hamilton; and John Dewey's exposure of the unfounded nature of the charge, "moral unfitness", which was the alleged grounds for the Court's decision, a charge that really boils down to the presumption that anyone who examines and publishes the social realities of current society is *ipso facto* morally unfit to teach American youths!

P. W. L. C.



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J. C. D.

The Torch of Liberty, by FREDERIC ARNOLD KUMMER, illustrated by KREIGH COLLINS. Philadelphia: John C. Winston Co., 1941. 312 pages, \$2.

Fourteen stories, all strung together on a time-thread that runs from ancient Greece to modern Dunkirk, represent crises in the history of liberty. The author writes with that studied lack of style that is somehow most acceptable to boys who want a story for the story's sake, without fine rhetoric, without subtlety.

But in *Torch of Liberty* there are more than stories—the story teller has employed his art to bring out, rather more convincingly than he could have done in a series of formal essays, the dramatic significance of the fight we are all engaged in now, the struggle for liberty that began long before the period represented in his tale from ancient Greece, and will continue long after Dunkirk and Pearl Harbor and Bataan Peninsula and Singapore.

It is a pageant we have here between the covers of a book, and the dramatic effect is enhanced by the competent illustrations drawn by Kreigh Collins. The publishers have set this book up as a boys' book, but there are some young men in the army training camps and some others on the high seas who are carrying the Torch of Liberty, and who would find this book pretty thrilling reading if some copies of it were sent out to them.

J. C. D.

Corrective Treatment for Unadjusted Children, by N. E. SHOOPS and GEORGE GOLDBERG. New York: Harper & Bros., 1942. 240 pages, \$2.

This book is for the kind of person who likes to go back-stage to see how the illusion is created on the stage. Any teacher is a daily witness to an all-star cast playing out a drama of emotion-tinged behavior. Much of the time she must be content to guess at what lies behind the seemingly irrational behavior of this or that child. Their acts, viewed in the logic of what would be best for themselves, often seem *unsane* and in reverse; many seem determined to sabotage their best chances for personal success. How many teachers sadly report: "This child has much more ability than he will use; he is capable of much better work!"

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over their inability to direct such individuals into more socially useful action. But the majority of teachers wish they could understand why a child so often acts against his own best interests so she could help him succeed.

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The book is easy to understand, free from the lingo and professional spinach which fogs most literature of this kind. The "theory" incorporated is as brief as possible, present only as a frame of reference for viewing human behavior. The emphasis is wholly on application and results.

Case examples abundantly illustrate theoretical points; and the cases were encountered and solved by the authors from their own experience. The steps involved in understanding and correction are given in the sequence of their occurrence. The aberrant manifestations of each case are stated; the *social-logic* on which the child bases his actions is evaluated, the mistaken social attitudes are disclosed and explained to him in terms understandable to him. He is challenged to attempt more so-

cially acceptable behavior in the light of the new insight he has gained from disclosure of the mistaken apperceptions of his social relationships.

This book is recommended to the teacher who wants more than her pay-check to show for her work.

WILLARD BEECHER

Laugh and Learn, by LEON ORMOND. New York: Greenburg: Publisher, 1941. 277 pages, \$2.50.

"Laughter makes any kind of educational fare more palatable. It is a catalytic spark to swifter learning and fuller individual growth. If I could sell a large number of teachers the great idea that a laughing student is a better one on that account, I shall have accomplished a job of capital importance. And I shall be very much surprised.

"Here a mirage of a fly makes a timid appearance in the homebrew. Am I not shinnying up a greased pole? Teachers with a pronounced sense of humor will be funny in the classroom anyway as a matter of course. (Footnote: This, by the way, is not always true.) But those who are dour and pedantic—do I expect that after perusing these pages they will become comedians overnight? No. Not overnight. My first task is to convince them that laughter in the classroom is profitable as well as feasible. And the second is to describe some specific techniques for

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These paragraphs from the introduction indicate the author's good intentions. They also illustrate some of the considerable limitations of his "disquisition" on what he refers to as "laughology". Mr. Ormond has made some study of the subject of humor, and there is no doubt that he is an entertaining teacher. But at the risk of seeming to be unappreciative, your reviewer would have preferred that a book on such a serious subject be written with less obvious stretching for effects. In a field

where there is obviously need for much study and experiment, Mr. Ormond's book may be a contribution. Still, any supervisor might well be disturbed by the prospect of some of his teachers attempting to improve their work by following Mr. Ormond's suggestions.

J. C. D.

Teacher-Pupil Planning, by H. H. GILES.
New York: Harper and Bros., 1941. xi + 395 pages.

A sound and encouraging concept of functioning democracy and the role of the school in such an order is portrayed by the author in this forthright and stimulating volume. Firmly convinced that everyone concerned with a school program—the teachers, pupils, administrators, parents, and the public—should exercise a "share in planning, work and evaluation", Mr. Giles pleads the case, suggests and illustrates varied ways by which democratic teacher-pupil cooperation in planning, etc., is made possible, reveals its superior results, disposes of major problems, leaves the reader with a challenge that cannot be left unheeded.

The book is a real contribution to the field of method and will be of genuine help to teachers both in service and in training.

F. C. BORGESON

Experiences in Homemaking, by HELEN H. LAITEM and FRANCES S. MILLER. BOSTON: Ginn & Co., 1941. 505 pages, \$1.80.

The authors have recorded from their experiences as teachers in junior- and senior-high-school home-economics classes the source material that in their estimation has vitality for these age groups. They call it "a broad introductory course in home economics".

It is comprehensive, starting with home membership and dealing with health, nutrition, meal preparation, clothing selection and care, personal grooming, simple clothing construction, housekeeping, furnishing the girl's room, and the girl's responsibility in sharing the family income. Throughout the book social relationships and the consumer's point of view are given special consideration.

The writing is conversational. The suggestions for class and home experiences are practical. The illustrations are excellent, with both interest appeal and teaching value. Any book that includes such broad scope and attempts to serve both junior- and senior-high-school groups loses some of its effectiveness. However, with well selected supplementary references and an awareness of special pupil needs, teachers will find the book very usable in many phases of their work.

DORA S. LEWIS

Workbook in American History, by JULIAN ALDRICH and HALL BARTLETT. New York: Harper & Bros., 1941, 68 cents.

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There are vocabulary quizzes, interview questions, attitude and opinion questions. In fact, here is a workbook that runs the gamut of inspiring social-studies teaching activities.

The book is well organized for efficient use. The paper is of good quality and absorbs ink satisfactorily. The pages are perforated so that any one may be detached easily and "handed in"; the pages are also punched so that returned papers may be

assembled easily in a notebook. The maps are clear; the charts are definite; the directions are specific.

Although this workbook was prepared specifically for use by senior-high-school pupils with *The American Way of Life*, by Faulkner, Kepner, and Bartlett, it might well be used with other histories. Any American history teacher would be interested in its "Materials of Instruction" for each unit, including not only lists of standard references, general readings, pamphlets, maps, and charts, but also films and recordings, with distributors' names and prices. It seems a fair prediction that many teachers will find this new workbook a valuable aid to dynamic American history teaching.

H. H.

How Man Has Put Himself on Record (Unit of Teaching Pictures), by KREIGH COLLINS, with text by EDNA M. BRANDT DE PREE. Grand Rapids: Informative Classroom Picture Publishers, 1941, \$2.80.

Teachers and supervisors are thoroughly sold on visual aids to classroom instruction. The improved technology in this field is such, however, that we tend increasingly to put our faith in the machinery—anything less than three-dimensional motion pictures in color with sound is regarded as old-fashioned. A careful analysis of pedagogical values indicates, however, that the still picture, and one with-

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How Man Has Put Himself on Record is one unit of a series of seventeen. The pictures are 8½ x 11 inches, or standard letter size, so that they are convenient to file. The textual material seems adequate, and the pictures are executed with an artistry that is not common in educational materials. Mr. Collins is not only a superior draughtsman, but he has been careful in the selection and organization of details, so that each picture is aptly suited to the teaching purpose for which it was designed. This, it appears, is the distinct advantage offered by the unit—they are not just pictures, they are not art for art's sake, they are pictures designed for instructional purposes.

J. C. D.

Finding Yourself in High School: Problems of Junior and Senior High School Pupils. Seattle: Washington High School Principals' Association, 1940-41. Fourth Year-book, \$1, and Pupils' book, 80 cents.

These two complementary booklets have been prepared under the editorship of Frank Jones Clark, Vice-Principal, Broadway High School, Seattle, for guidance classes, specialized classes, and work with individuals. The yearbook is the outcome of a study of the problems of several thousands of high school pupils, listed by them.

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The yearbook itself contains orienting prologues for each section to assist teachers in presenting the pupils' book material to their classes; questions, topics for discussion, projects, rating blanks, etc. The pupils' book contains a special preface addressed to the boys and girls who use it, and orienting prologues for them; otherwise it contains many of the same features as the yearbook.

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FILMS FOR WHAT?



By BOYD WOLFF

We can no longer talk about films as a single category. There are feature films and shorts which you can see only at the commercial theaters; "instructional" films on "how to do it", "entertainment" movies, propaganda films of organizations, experimental pictures, animated cartoons, films based on "classical" literature, and documentaries which you can rent for projection in the school; advertising and government reels which you can borrow for nothing.

Since much attention has already been given to "instructional" films, this department aims to be briefly informative in that field and then go on to be provocative and controversial on film questions not so far generally considered by teachers.

The problem of how to use films effectively in schools is basically the problem of how to use effectively *any* source materials in bringing about educational objectives. Films should be given equal status in budgets with books, pamphlets, supplies, etc. Films are no longer "new fangled frills" and the question of including them or not including

them in the program should not hinge on whether they are as "respectable as English literature". On the contrary, every teacher should make a careful inventory of the material in his special field, then weigh the comparative effectiveness of film presentation as against other source materials according to time consumption, vividness, and permanence of effect on pupils.

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(Continued on page 446)

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II. The Editorial Committee of the above publications is W. D. Reeve of Teachers College, Columbia University, New York; Editor-in-Chief; Dr. Vera Sanford, of the State Normal School, Oneonta, N.Y.; and W. S. Schlauch of the School of Commerce, New York University.

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victory program, are obtainable *free* from United States Film Service, Division of The National Emergency Council, Commercial Building, 14th and G Streets, N.W., Washington, D.C. While production of this kind of film by the Federal Government has been discontinued, it should be remembered that Pare Lorentz' *The River* was the first U. S. Government film to win an international award in competition with the best films of all other countries of the world.

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SCHOOL NEWS DIGEST

(Continued from page 431)

18-year minimum for workers in bowling alleys to 16 years, and permitted work until midnight. A similar bowling alley bill in Massachusetts, and a street trades bill in California were passed, but vetoed. "New Jersey and California, in particular, tried to break down restrictions for children in industrialized agriculture."

SCOUTS: The Boy Scouts of America took an early lead over high-school student bodies in jumping into wartime activities. In one nationwide project they placed 1,700,000 war bond and stamp posters in 11,500 communities, reports James E. West, Chief Scout Executive. Last summer the Scouts got in on the aluminum collection drive, and turned up with 80% of all that was collected. In 10,000 communities, Scouts rounded up 10,000,000 pounds of aluminum. One Scout troop (maximum enrolment 36, isn't it?) earned \$1,200 from paper collections, and gave the money to its local Red Cross chapter. In a defense housing shortage in New England, Scouts canvassed 400,000 homes in 14 communities, locating rooms and apartments that owners would be willing to rent. Recently Scouts were busy putting up 5,000,000 posters telling what to do in an air raid. The Scouts got an early lead—but there are only 1,570,000 of them, while there are some 7,000,000 high-school pupils.

WHITE CLAUSE: Phi Delta Kappa's Nineteenth National Council devoted a large part of its energies and time in consideration of the word "white" in the "white clause of the educational fraternity's constitution, and decided that it means racially white, and not morally white," reports *Phi Delta Kappan*. After an extended discussion, the council voted 47 to 42 in favor of deleting the clause (and allowing Negro teachers and those of other races to be eligible for membership). But a two-thirds majority is required by the constitution. On February 1 ballots were mailed to all members, for a vote on the question. "Do you believe that only members of the white race shall be eligible for membership in Phi Delta Kappa?"

RELATIONS: Public Schools Week in California, beginning April 27, will be an occasion for inviting the neighbors to come and see what the schools are doing, and for strengthening the good will of the public toward education, as a means of countering any wartime movements to "cut down school costs", announces Edward H. Hurlburt in *Sierra Educational News*.